

Story 1

God Created People

GENESIS 1:26–31

Central Truth



God made people to live in His wonderful world.



God makes each of us a very special and unique person.

Objectives

- Recognize that sometimes we don't take care of our bodies (physically, socially, or emotionally).
- Begin to understand that God created us perfectly, but forgives us when we don't live that way.
- Strive to take care of our bodies and be the special children He wants us to be.

Letter of the Week: A

Day 1 Materials

- The Basics
- Handmade blanket and a cereal box
- Student Book 1
- Bible Words written on 3 × 5-inch index cards (cut in half, 1 word per card)

Day 1

INTO the Lesson

Before class, place the cereal box and your blanket in two different places in the room, both where they can be seen easily by the children. Say, **We are going to play a game. I'm going to give you some clues about something in the classroom. When you think you know what I am talking about, raise your hand.**

Say, **I am something that you eat when you wake up in the morning. I get soggy if you leave me in milk too long. What am I?** (Cereal) Point to the cereal box. Ask, **Who made me?** Let the children share who made breakfast for them this morning. Emphasize that a parent or older sibling helped the children pour their cereal and milk into the bowl because that person loves him or her and wants him or her to be happy and healthy. (Note: Students may also discuss that the cereal comes from a factory or from the farmers.)

Say, **I am something people use when they take a nap. I keep them very warm. What am I?** (Blanket) Tell your students who made your blanket. Allow them time to share whether or not they have a blanket at home that was made by someone special. Again, emphasize that the person who made it loves him or her and wanted him or her to be happy and comfortable. (Note: If students talk about wool from sheep or cotton from plants, accept those answers as well.)

Say, **I am a child in this class. I am wearing a [color] shirt. Who am I?** Allow for an answer. Then ask, **Who made [name]?** Give children time to discuss. Say, **We are going to learn who made us and see how special we are to Him!**

INTO the Word

Look at the picture on the top of the Student Book story page with your students. Ask, **What are some of the things that you see in the picture? What is your favorite thing that God created?** Say, **Let's read the story of how the world began, who made all of the things you see in your picture, and what His favorite creation is.** Read the story to your students, pausing at each number for the following directions.

1. At this point, if time permits, it would be appropriate to review (or introduce) what God did during each day of creation. A visual representation would be ideal.
2. Pause. Say, **God saved the best for last. What do you think it was?**
3. Explain that there was nothing wrong. Everything was the way God wanted it to be. Humans and animals lived happily and peacefully together, and God and humans enjoyed talking with each other.

After you read, ask, **Who created the world? (God) How did He do it?** (He just spoke and it happened! He said, "Let there be," and there was. God is so powerful! He is God above all things. No one created Him; He just always was, from the beginning of time.) **Why did God create the world?** (God loves us. He wanted us to know Him, so He designed the whole world to be perfect, just for us. Then, He designed us to be perfect and holy like Him. We're not God, but we are His special people—His children.) Say, **Nothing else in all creation is made in the image of God. Nothing else was made to be like Him. That makes us pretty special, doesn't it?**

God Created People

Genesis 1:26-31



1 **G**od created the world and everything in it in just six days. God said, "Let there be water, plants, and lights in the sky." He wanted people to have water to drink and to swim in. He wanted the plants to give people shelter and food to eat. He wanted the sun and moon to give people light and beauty and to help the plants to grow.

On the sixth day of creation, God made His favorite part of creation, something that was more important to Him than anything He had made yet. He had made so many marvelous things, but this would be even better.

God said, "Let Us make man in Our image." So God carefully formed a man from the ground and breathed His own breath of life into him. He made Adam and Eve to be perfect like He is.

God's plan for His creation was that man and woman would be in charge of everything else He had created. God had Adam and Eve take care of every living thing that moves on the earth. God gave all of His creatures plants, seeds, and fruit to eat. God saw everything that He had made, and it was very good.

3



Say, **We have a pretty amazing God, don't we? Our amazing God wrote a book called the Bible, where we can read about everything He created. I have some of His Words that I want you to help me read today.**

Before class, write the following words on squares of cardstock, such as index cards cut in half, with one word per square: "the," "He," "is," "God," "us," "and," "are." Make two sets of these squares. Use tape or reusable adhesive putty to attach the squares facedown to the board, in even rows and columns. Write the Bible Words on the board or place more index cards of them in a pocket chart, leaving a blank line or blank space where the squares from the game will be placed.

Call on one student at a time to flip over two cards, looking for a match. When a match has been found, place the word card where it belongs in the Bible verse. When all the matches have been found, read the Bible Words with your class. Note: To simplify the game or the memory work assignment, just use the last phrase ("It is God who made us, and we are His.") and the word cards "God," "us," "and," "are." Explain the first phrase. Say, **We know that only God could create this wonderful world. Only He is powerful enough to just say the words and make it happen. We believe in God the Father Almighty, Maker of heaven and earth. Use each child's name and ask, [Name], who made you? (God) Ask, Whom else did God make that is exactly like you? (No one!) Say, That's right. There never has been and never will be another person that looks like you, thinks like you, and has the exact same talents that you have. You are God's unique and prized creation! You are His very special child, and He loves you very much.**

Close the lesson by singing "God Made Me" (*LOSP*, p. 75). This is a very simple way for kindergartners to understand the concepts of the First Article and its explanation.

INTO our lives

Ask, **Are we still just the way God wants us to be? Are the things we say and do always perfect and right? (No) Why aren't we perfect anymore?** (We'll find out later on that Adam and Eve sinned, so now we don't always live the way God wants us to. The things we say and do aren't always perfect or pleasing.)

Say, **But you are God's special child. He made you and He loves you. Because of our Savior, Jesus, God still loves us even though we don't take care of God's creation the way we should. God still calls you His own special possession, or thing that is His. He made you wonderfully.** Instruct the children to imitate you.

Breathe deeply. Say, **God made your lungs so you can breathe.**

Blink your eyes. Say, **God made your brain to tell your body parts what to do.**

Run in place. Say, **God made your legs and arms to work and play hard and do amazing things. Your body is an amazing design. Everything is where it should be, for a reason.**

Know	that		LORD	,
		God!	It is	
who	made		,	
we		His	.	

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Letter of the Week: A

Day 2 Materials

- The Basics
- Jack and Maya puppets
- Word Wall Word: *said*
- Reproducible 1a, 1 per teacher
- *Optional*: chart paper
- Student Book 1

Day 2

INTO the Lesson

Greet students by saying “good morning” and using the students’ names. Stop several times to look over at Jack, who is snoring quite loudly.

Teacher: Good morning, Maya.

Maya: Good morning, [your name].

Teacher: Good morning, Jack. (*Jack continues to snore.*)

Teacher: (*Taps Jack on the shoulder*) Jack, Jack, wake up. I have some people I want you to meet. Why are you so sleepy?

Jack: (*Rubs his eyes and starts to wake up*) Oh, [your name], I am so sorry. My mom and dad told me to go right to sleep last night, but I stayed up because I just got a whole bunch of new Arthur books. They were lying right on my bed and I couldn’t decide which one to read, so I had to read them all. And now, I can barely keep my eyes open.

Teacher: Well, Jack, you need to be awake for all of the things we get to learn in school. I don’t want you to miss any fun with your new kindergarten friends.

Jack: Oh, hello. (*Waves to the students and looks back at the teacher*) I guess I’m not doing a very good job taking care of the body God gave me if I’m too tired to learn and play with my friends. I’ll try to go to sleep on time tonight, (*Jack yawns*) maybe even a little early.

Teacher: Good idea, Jack. Maybe you’ll have more energy to talk to your new friends tomorrow. Bye!


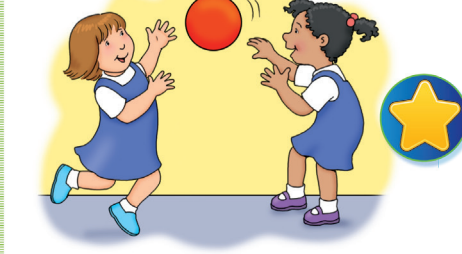


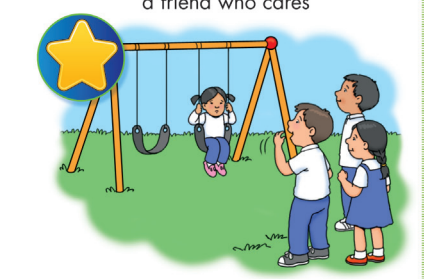

Say, **God made our bodies to be perfect, but sometimes we don’t take care of them like we should. Have any of you ever done what Jack did? Students can raise their hands. What else do we do besides stay up too late that might not be good for our bodies?** (E.g., eat too much junk food, forget to wash our hands, do dangerous things, be unkind to our friends) Say, **I’m so thankful that when we mess up, we can tell God about it. He forgives us for Jesus’ sake and helps us to take better care of the body that He has created for us. We are His children, His special possession. He loves us so much, no matter what, and He will make our bodies perfect when He comes again.**

INTO the Word

Show the class the Word Wall Word *said*. Ask, **In the story that we read yesterday, how did God create the heavens and the earth?** (He *said*, and there was. He spoke, and it happened.) Say, **Look at this word. This is the word *said*.** Spell and read the word with your students several times. Say, **God *said* let there be sunflowers, and there were sunflowers. God *said* let there be the moon, and there was the moon. God *said* let there be giraffes, and there were giraffes.** Pass around the Word Wall Word and give each student a turn to share another one of God’s creations: “God *said* let there be [child’s choice], and there were [child’s choice].” When everyone has had a turn, say, **God *said* let’s make people, and He made you and He made me.**

Use Reproducible 1a to teach the song “And God Said” to your students. Discuss the order of events in the song by drawing a simple picture illustrating each phrase (e.g., “the sun should shine”) on the board. Emphasize how God planned and designed the world so well and how everything was just as it should be for everyone to be happy.

God Created Me to Be . . .

<p>a girl who gets her way</p> 	<p>a friend who shares</p> 
<p>a boy who plays</p> 	<p>a boy who feels sick</p> 
<p>a friend who cares</p> 	<p>a boy who talks mean</p> 

Bible Words

Know that the LORD, He is God! It is [God] who made us, and we are His. Psalm 100:3



2

INTO our lives

Say, God created us to live in His love and grace. He created us and we honor Him by taking care of all He gives us, including our bodies. He wants us to live as His special children.

Direct the students' attention to the Student Book activity page. Look at the two boxes at the top of the page. Decide as a class which box shows the girl being the special child God created her to be. Have the students take a star from their sticker sheet and place it on the child in each row who is honoring God with his or her body. Let them use the cross stickers to place in each of the other boxes, reminding the children of the forgiveness they have in Jesus when they make mistakes. If time allows, give each child a separate piece of paper to draw their own picture of them using their body the way God intended, acting as the special child God wants him or her to be. Pose the question in this way, **What is something that you can do with your body that is healthy and good?** It can be something healthy physically, socially, or emotionally. When students are finished, have them place both a star and a cross sticker at the top of their own paper, signifying that they thought of a God-pleasing choice and also that God forgives them when they *don't* make that healthy and good choice.

After you have sung it several times, encourage each child to use their own ideas to make the song about God's most prized creation: them. God not only designed the earth just right, but He also designed each person in a careful, loving way. Help each child to think of two things that they are good at or like to do (e.g., skip, swing, climb, swim, play, read, smile, sing). To fit the song, they will need to be one-syllable words. Some children will choose the same word as another child. If desired, write each child's name on chart paper and then write the action words following their name. Throughout the week, sing the song until each child has had a turn. Examples of how their stanzas may look are as follows:

And God said [Lucy] should live, [Lucy] should *run*, [Lucy] should grow; And God said [Lucy] should *dance*, And it was so, was so.

And God said that [Kyle] should live, that [Kyle] should *laugh*, that [Kyle] should grow; And God said that [Kyle] should *draw*, And it was so, was so.

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Letter of the Week: A

Day 3 Materials

- The Basics
- Jack and Maya puppets
- Reproducible 1b, 1 per student
- Note that says, "God created [name of each teacher in your school] to be an awesome teacher," 1 per student *and* 1 per teacher in school
- Apple in a brown lunch bag, 1 per teacher in school

Day 3

INTO the Lesson

Greet the students again this morning with, "Good morning."

Teacher: Good morning, Maya.

Maya: Good morning, [your name].

Teacher: Good morning, Jack.

Jack: (*Loudly*) Good morning, [your name]!

Teacher: Wow, Jack! You look and sound ready for your day today. You must have gotten a good night's sleep.

Jack: I did! I told my mom what happened yesterday and why I was so sleepy. She helped me pick out just one book to read at bedtime, and we put the rest on my bookshelf for later. Mom said that we could read a different book each night. As soon as my mom finished reading last night, she turned off my lights. I closed my eyes, and before I knew it, I was asleep. Today, I feel great! I can't wait to learn and play!

Teacher: I'm proud of you, Jack, for taking care of yourself and for asking for help when you needed it. Great job!

Ask, **What did Jack do when he was having trouble going to bed on time?** (He talked with his mom, and she helped him to move the books that were tempting him to stay awake.) **Whom do you ask when you need help taking good care of yourself?** (E.g., parents, teachers, doctors, friends) Say, **We are God's very special and unique creation, so He has given us a lot of people to help us care for ourselves. And even when we make bad choices, God still loves His special children and He forgives them for Jesus' sake.**

INTO the Word

Say, **God was caring for our bodies from the very beginning. He made them wonderful, and He gave us just what we need.** Ask, **What do our bodies need?** (Food, water, shelter, clothes, air) After each basic need, stop to explain how God took care of it.

Say, **When God created the earth, He gave all of the animals and people food to eat—food that was good for our bodies, like leaves and seeds and fruit.**

Say, **When God created the earth, He made water.**

Say, **When God created the earth, He gave humans plants to provide shelter and bedding. However, if everything was perfect in the Garden of Eden, do you think they needed protection from terrible storms or terribly hot or cold weather?** (No) **In fact, we can only use our imagination because the Bible doesn't give us any details. But since the Bible tells us that animals and humans lived peacefully together, what if Adam and Eve snuggled up next to a soft, furry animal at night? Which animal would you use for a pillow?** Give students time to share.

Say, **When God created the earth, did humans need clothes?** (No. They didn't need clothes until after they sinned. They realized something was very wrong and they felt ashamed.)

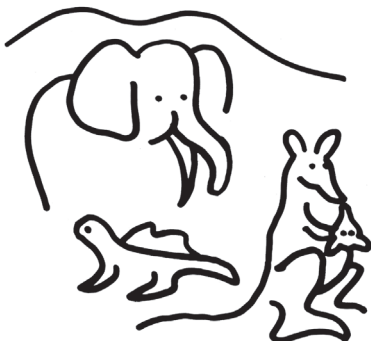
God Made Animals



When God made the world, He created all the animals that live in the water.



God made birds to fly above the earth. God looked at what He had made. He saw it was good.



God created every animal that moves along the ground.



God saw all He had made. It was very good. He told Adam and Eve to take care of everything He had made. And God blessed them.

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Reproducible 1b One in Christ™. © 2013 CPH. Reproduced by permission.

Say, **When God created the earth, He made the sky to divide the clouds from the water and dry land. God knew we would need air to breathe.** (Some children may be able to contribute to a discussion about why humans don't live on the moon or another planet. If appropriate, elaborate upon God's brilliant design of our planet.)

Use the premade set on the One in Christ Portal or give each child a copy of Reproducible 1b. Before photocopying the page, you may want to circle the word *God* each time it occurs in the story. Talk about what types of plants the animals shown may eat (e.g., algae, seaweed, berries, fruits, seeds, grasses, roots, shrubs, leaves). Allow the students a few minutes to draw food for each of the animals. As they finish, have them cut the boxes apart; staple them in order to make a book. When the books are completed, read the story with the class. You may want to write the word *God* on the board. Instruct the students to read *God* each time you come to it in the story. To help them know when their part is coming, snap your fingers, ring a bell, or give another audio cue just before you read God's name. Review the Bible Words to emphasize that God is powerful to create the world. He is loving to create humans so wonderfully and to plan every part of the world so carefully that everything fits together perfectly.

INTO our lives

Explore the school with your students while reminding the teachers (or even other staff) that they are God's special children. Go on an "A Hunt" with your class. Look for the letter **A**, and deliver a snack along with a special note to all of the teachers.

First, pass out a note to each child, placing the name of each of the teachers in your school in the following sentence. "God created Mr./Mrs./Miss _____ to be an awesome teacher!" Say, **We are going to do two "A Hunts" today. The first ones will be on this piece of paper.** Instruct the students to find and circle every **A** on their paper. If students need extra help, you may want to make every **A** a different font color and print the notes in color. Ask, **Do any of the teachers' names contain the letter A?** Allow for answers.

Say, **Now we will search for A's throughout the school. While we are hunting, we will surprise each teacher with our notes and with something else that begins with the letter A that I have hidden in this bag. Who wants to guess what it may be?** You may choose to have the children feel the outside of the bag before making their guesses. Say, **That's right, the word *apple* begins with the letter A.**

Say, **As we walk through our school, we are going to look for the letter A. When we find one, we are going to say, "Hooray for A!"** Explain that because the other classes are learning, the children will have to be quiet and say "Hooray for A!" using their bodies instead of loud voices. Practice with your students, saying "hooray" by reaching both arms up over your head and wiggling your fingers. Instruct them to then bring their arms down and out to their sides at an angle, creating a triangle with fists on their hips to make their upper body form the shape of an **A**.

If you are able to share a greeting with the teacher when your class drops off its apple surprise, let the students recite the first part of the following stanza, then continue with the rest of the stanza yourself:

**Hip, hip hooray! Jesus takes our sins away
When we do wrong and disobey.**

God be with you every day.

God made you a special way.

Lovingly He shaped your clay.

God bless [teacher's name] today.

When you get back to class, you can review the stanza to talk about what words have the long **A** sound.

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Letter of the Week: A

Day 4 Materials

- The Basics
- Mud or clay
- Two strips: one with the phrase *And God said, "That is good."* and one with the phrase *not good."*
- Student Book 1

Day 4

INTO the Lesson

Come into the devotion area with mud or wet clay on your hands. Say, **Oops, I was working on a project, and I guess I was so excited about it that I forgot to wash my hands before I came to devotions today.** Show students your hands. Ask, **Do your hands ever look like this?** Allow several children to share their own muddy-hand stories. Some of them may mention getting into trouble for being muddy. Ask, **When is it good to have messy hands?** (When finger painting, helping to wash the car, picking up leaves, and so on) Say, **When God created the earth, for most of His creation, He used His voice, His words. He said "Let there be land" and "Let there be stars," and there were. But when He created people, He also got His hands dirty. God formed humans out of the dust of the earth and carefully formed Adam just like a potter works with clay. You are God's very unique, very good creation. The Bible says that we are intricately (carefully) woven (put together) in the depths of the earth (Psalm 139:15).**

INTO the Word

Place the sentence *And God said, "That is good."* on the board or in a pocket chart. Have the phrase *not good."* ready to cover up the word *good."* in the sentences in the middle of the activity. Practice reading the sentence with your class. Read the following story, encouraging the students to read their part at the end of each stanza.

God made there to be peaches and apples and blueberries;

And God said, "That is good."

God made there to be the sun, the moon, and the stars you see;

And God said, "That is good."

God made there to be birds in the air and fish in the sea;

And God said, "That is good."

God made there to be a special body for you and me;

And God said, "That is good."

But sometimes I know that He must see: we don't take care of our bodies, do we?

And God said, "That is not good."

The things that I do and say and see can sometimes cause lots of trouble for me;

And God said, "That is not good."

That's why Jesus made there to be forgiveness for you, forgiveness for me;

And God said, "That is good."

I will try my best to always be the wonderful child of God He made me;

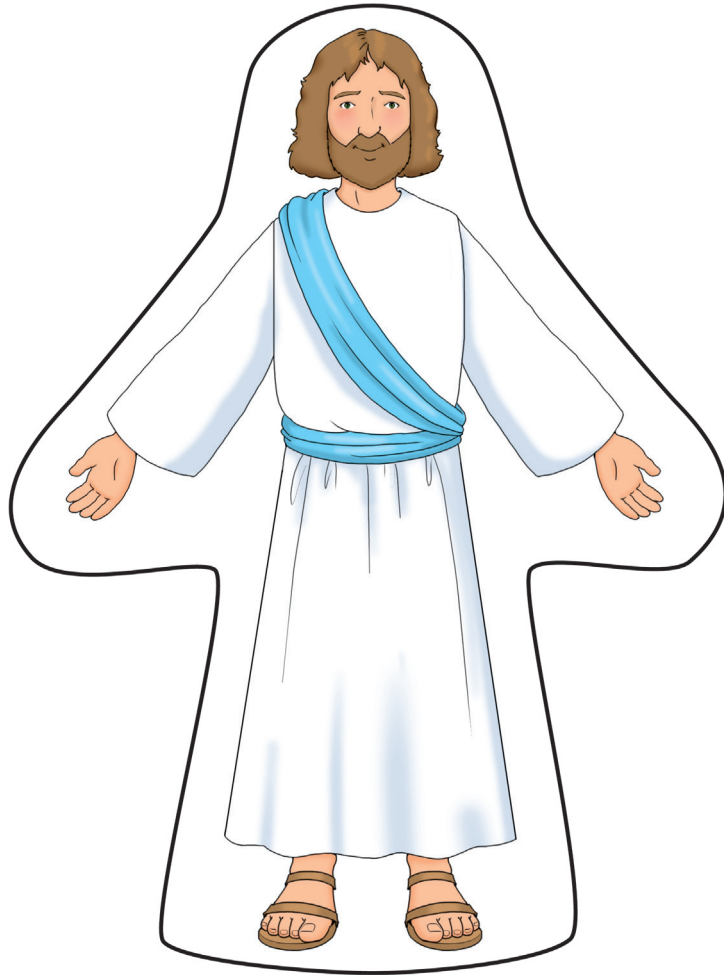
And God said, "That is good."

The Holy Spirit lives inside me. My body's the Spirit's temple, you see;

And God said, "That is good."

In His Image

God made you in His image. Cut out the picture of Jesus. On the other side of the paper, draw a picture of yourself.



Craft Page 1 One in Christ™. © 2013 CPH.

3

INTO our lives

Use the Student Book craft page to remind the students that they are unlike any of God's other creations because they are made in His image. Explain, **H**umans, of course, are not God, but we *reflect* who God is. That means we share some of the same attributes; just like God is perfect and beautiful, we were created perfect and beautiful. Just like God is loving, we care for others to show our love. Humans are God's representatives in the world, and God told Adam and Eve to be in charge of His creation and to take care of it.

Hold up a craft page that has been cut out. Dramatically crumple it up. Say, **We will learn that when Adam and Eve sinned, they ruined that perfection.** Unfold the paper. Say, **That's why God sent Jesus down to earth as a human. He didn't have Jesus become a bird or a giraffe. God had Jesus become one of us, except that Jesus *was* perfect because He is the sinless Son of God. When Jesus died on the cross and rose again, Jesus took care of the mess we made of things. Try to flatten/smooth out the paper. **When things are made right again, we sometimes say "things have been ironed out" or "things have been smoothed over."** Well, not only did Jesus restore things to how they were, but He also makes us new! If possible, hold up another craft page that has been cut out but not wrinkled. **Because Jesus forgives us, we are new creations! When God looks at us, because of Jesus, we are wonderful and perfect and loving again.****

Read the directions, and allow the students time to draw themselves in the image of our God. As you walk around the room and see the finished pictures, say to each student, **God said, "That is very good."**

Lesson Support



Reaching Every Child

Most children in your kindergarten class will make satisfactory progress during the year, but there will always be some students with whom you have concerns. Be alert and document your concerns through anecdotal records, work samples, and data collection. It is common for most children at this age to exhibit some difficulties on an occasional basis. However, children that struggle frequently, over a long period of time, and at a significant level of difficulty may be showing early warning signs of a learning disability. A learning disability is a significant difference between a child's ability level and achievement. While a learning disability is typically not diagnosed until later in the primary grades or beyond, some of the early warning signs may be evident in kindergarten.

When you have concerns, be sure to share the information as soon as possible with the child's parents. Work together with the parents to identify the child's strengths and teach to those strengths in the classroom. In addition, encourage the parents to share the information with the child's pediatrician and to request a thorough hearing, vision, and/or physical exam. Physical problems such as eye, ear, or other health problems should be ruled out as being contributing factors to a child's learning difficulties.



Bible Background

"In the beginning, God . . ." As you begin these first days of a new school year in the joy and grace of your Lord and Savior, remember that God is the beginning of everything for you and your students. In Christ, He has had mercy on you since your conception. He has designed you. He has placed you where you are. And as you speak God's words of creation to your children, He is just beginning to speak His powerful words of love, instruction, and forgiveness to you and through you. Remain in His Word through personal devotion and study time, confident that Christ takes you as a branch to His vine. In the beginning of each day, God's mercies in Christ are new and Christ will remain with you, your students, and His creation forever. "In the beginning, God created . . ." John C. Jeske comments that the Hebrew word *created* is used only when God is the author of an action and only of an action that is unique and unprecedented. You and the children in your classroom are unique and unprecedented! God's richest blessings to you this year as you share God's love with each of His unique children, as you nurture them with the unprecedented love of their Heavenly Father, and as you show them Jesus, who went to the cross for His prized creation.



Technology

Help your students get used to using their interactive whiteboard. Write the sentence, "_____ is the special child God made him or her to be." Fill in the blank with a student's name, and ask the students to raise their hands when they know whose name is in the blank. Ask that student to then come up, erase his or her own name, and whisper to you another classmate's name for the sentence. Depending on the students' abilities, they can write the classmate's first initial or their friend's entire name. For a special challenge, use Miss or Master and their last names. (K.2.3.12)



Bringing it home

Feature one of your students each week on a Student of the Week bulletin board. Prepare for this by using the light from an overhead projector to trace each child's silhouette on a black piece of paper. Do this individually, or use parent volunteers. Cut the silhouettes out and glue them on a white background. Then, send a note home to the families several weeks in advance of featuring their child as Student of the Week. Ask them to borrow pictures or other items that show the student as the special child God created them to be. You may also ask the parents to write a special note to their child or encourage them to be a surprise guest at lunch. On Monday of each week, put one child's silhouette up on the board. Have the class study the picture, and allow each child to guess the identity of the Student of the Week. Add things (e.g., items and pictures from home, the student's artwork, and notes from their friends) to the bulletin board throughout the week to reveal the child's identity. (K.3.1.2)



Teacher Tips

Use the following prayer to pray for one of your students and his or her family each day. Add any special petitions, joys, or concerns you may have.

Heavenly Father, thank You for placing _____ in my care today. Equip me to meet [his or her] needs in this place and at this time. Help me to view [him or her] as the beautiful and forgiven creation You have made Your child to be. Give me a love for [him or her] that [he or she] will see and know is from You. In the name of Jesus, our Savior, I pray. Amen.

Created Colors

(Worship) Use the tune “If You’re Happy and You Know It” to sing the following song. Encourage the students to move around the room and point to or stand next to items that match the color being sung about in each verse.

Red is a color that God made; Red is a color that God made; He made tulips and sweet cherries just for you and you and me; Oh, red is a color that God made.

Orange is a color that God made; Orange is a color that God made; He made tigers and big orange trees just for you and you and me; Oh, orange is a color that God made.

Yellow is a color that God made; Yellow is a color that God made; He made bees and golden sunbeams just for you and you and me; Oh, yellow is a color that God made.

Green is a color that God made; Green is a color that God made; He made grasshoppers and tall grass just for you and you and me; Oh, green is a color that God made.

Blue is a color that God made; Blue is a color that God made; He made robin eggs and oceans just for you and you and me; Oh, blue is a color that God made.

Purple is a color that God made; Purple is a color that God made; He made grapes and pretty pansies just for you and you and me; Oh, purple is a color that God made. (K.4.4.4)



“I Am Special”



(Worship) Sing “I Am Special” (*LOSP*, p. 108), which is sung to the tune of “Are You Sleeping?”. Change the words to the following.

I am special; I am special.
 God made me; God made me.
 With His hands He formed me; with His hands
 He formed me.
 God loves me; God loves me. (K.4.4.3)



“The Butterfly Song”

(Worship) Sing “The Butterfly Song” (*LOSP*, p. 72). Divide the class into three groups. Before you sing a verse, assign each group to be one of the animals in that verse. Assign each group an action to go along with their animal or let each group choose their own action. For example, the butterflies can flap their wings; the robins can open and close their beaks; and the children’s hands, palms together, can be fish swimming in the sea. (K.4.2.5)

Other Songs

- “All Things Bright and Beautiful” (*LLV*, p. 36)
- “Don’t Mess It Up” (*LLV*, p. 45)
 Add the stanza:
 God loves the world even if we don’t take care. If we mess it up, if we mess it up. God loves the world even if we don’t take care. If we mess it up,
 God (x) forgives (x) us (x)! (K.3.1.10)
- “Go Made Me, Every Part You See” (*LOSP*, p. 76)
- “I’m Glad” (*LOSP*, p. 28)
- “Look, Look, Look at the World” (Kindergarten Song Chart and *LLV*, p. 32)
- “Sing a Glad Song” (*LLV*, p. 35)
- “Thank You Song” (*LLV*, p. 34)



Name Game

(Circle Time) Use the following game to help the children learn one another’s names. Play it when you dismiss the class to centers.

Teacher: Brian, Brian, whom do you see?

Brian: I see Kristin, a friend God made for me. (*Then Brian is excused.*)

Teacher: Kristin, Kristin, whom do you see?

Kristin: I see Mara, a friend God made for me. (K.2.1.3)



“And God Said” Class Book

(Writing) Make a class book to go along with the song introduced on Day 2, “And God Said.” At the top of a piece of paper, write the words, “And God said _____ should live, _____ should _____, _____ should grow; And God said _____ should _____, and it was so, was so.” Make a copy for each student. Put stars under the blanks where the students can practice writing their names, and give them time to tell you what (one-syllable) actions they want to put in the other two blanks. Have them draw pictures of themselves doing one or both of the actions, matching the words to their verse. Sing the book with your class, and make it available for the children to read themselves or with a partner over the next several weeks. Consider allowing the children to check it out from the classroom library to take home and sing with their families. The following is a variation on the verse if the student’s name has only one syllable: “And God said that [Kyle] should live, that [Kyle] should laugh, that [Kyle] should grow; And God said that [Kyle] should draw, And it was so, was so.” (K.2.3.9)

Attribute Graph

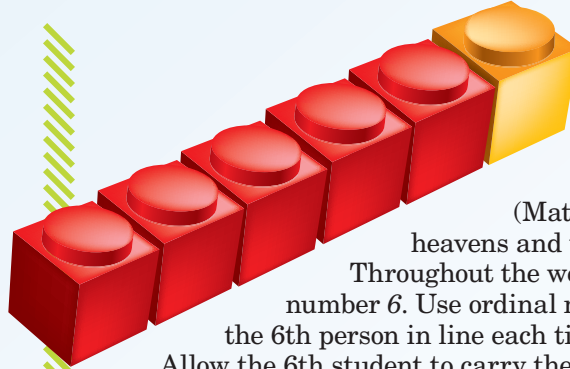
(Math) Create a graph on a large piece of poster board or butcher paper, or designate space on a bulletin board or whiteboard for a graph. Allow for 10 rows (label numbers 1–10 along the left-hand column) and 5 categories (these will vary) along the bottom. Before class, use each child’s photograph to create small cards (that will fit in the graph spaces) of the individual faces of each child in your class. These can be used over and over again for different activities.

Along the bottom of the graph, create word and picture labels for several categories, but only post 1 for the students to compare at a time. Categories include hair (black, brown, blond, red), gender (boy, girl), hair (long, medium, short), and skin (show 5 different shades of skin-toned paper and label accordingly). Work through one example with the students before allowing them to work independently. Students will work together to look at each picture and place each student’s card in the correct attribute column.

If picture cards are not available, provide multicultural skin-toned paper and have each child trace and cut out their hand. The hands can be used to graph the number of boys and girls in the class. Some students may need help cutting out their hand; draw a circle around the hand so the child doesn’t have to cut around each finger. (K.3.3.2)

A Trio and the Number 6

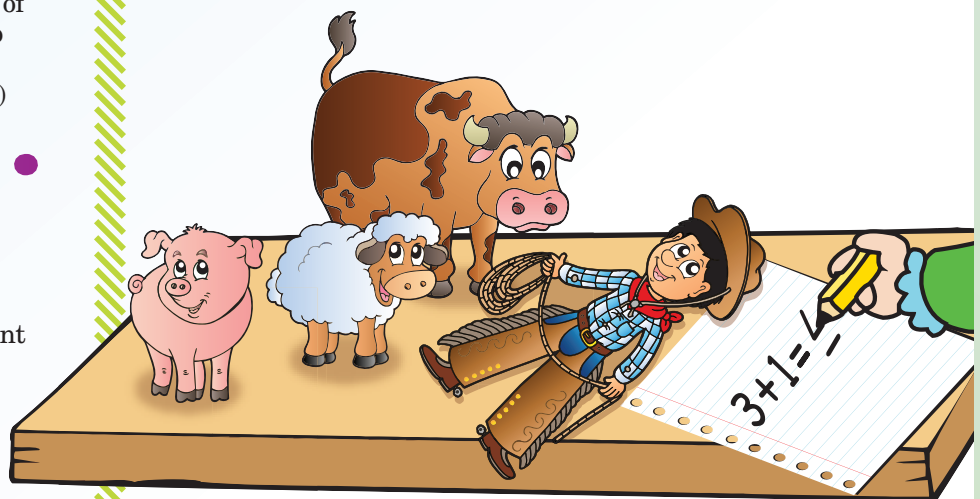
(Math) Put students into groups of 3. Give each student a large piece of paper, asking each to draw a picture of his or her body. Place all 3 pictures side by side. Show students how to work together to add up certain parts of their body. (In the group of 3, there are 6 eyes. There are 3 noses.) Have them circle the body parts that add up to 6 (e.g., eyes, ears, nostrils, hands, feet, knees). Remind them that the number 6 is important because of the 6 days of creation. (K.1.1.7)



6th Sense

(Math) God created the heavens and the earth in 6 days. Throughout the week, emphasize the number 6. Use ordinal numbers to count to the 6th person in line each time the class lines up. Allow the 6th student to carry the balls for recess, your whistle, or some other item needed when you arrive at your destination.

At Center Time, allow the children to make stacks (rows) of Unifix cubes. Show them how to use 2 colors: one color for most of the stack, but a different color for the 6th spot. To make it easier, always have the 6th cube be red. Students may make cube stacks of any number larger than 6, as long as the 6th one is a unique color. (K.1.1.11)



Adding 1

(Math) Provide teddy bear counters or assorted, small plastic animals and one 12-inch plastic human male doll for a tabletop activity. Before letting the students do the activity independently, show them how to arrange a group of animals and count them. Add the doll next to the animals, adding to the original number. Provide a way for students to record the number sentence. It may be helpful to give them several copies of “_____ + 1 = _____” so that students can fill in the number of their animals and then write down the total. Have a number line available. Besides being a way for students to practice adding 1, it reminds students that God created the animals first and *then* created a human to care for them because humans are God’s representatives here on earth. (K.1.1.10)

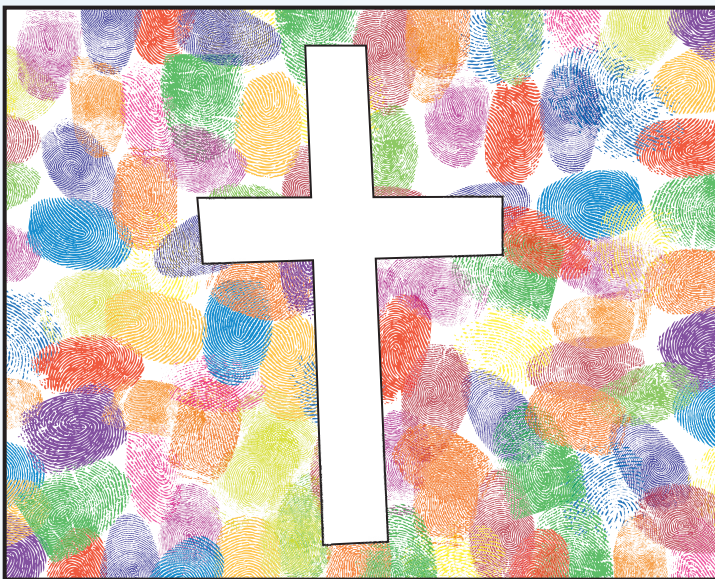
Muddy Masterpieces

(Sensory) Use sand or clean mud in the sensory table. If using sand, add a little water. Encourage students to form the sand, or “mud,” into animal figures or a figure of the human body. Remind students that God formed Adam out of the dust of the earth, just like a potter shapes clay.

Clean Mud

1. Tear up 3 rolls of white toilet paper into the sensory tub.
2. Grate 1 bar of white soap into the tub.
3. Add approximately 1 quart of warm water.
4. Mix with your hands.

(Note: This will keep several days if a little Borax is mixed in and it is kept covered.) (K.4.1.3)



Fingerprint Fun

(Science) Our fingerprints are one part of our bodies that are unique to each person God created. Give each child 1 piece of paper and 2 strips of masking tape with straight (cut) edges. If you choose not to do it yourself before class, allow students to form a cross in the middle of their paper. Give the students washable-ink stamp pads and let them explore what their fingerprints look like. Can they spot the differences between their fingerprint and their neighbors'? When they are done filling the page, help the children gently remove the tape to reveal the cross shape. Remind them that even though they sometimes mess up, through the cross of Jesus, they are still perfect in God's eyes. (K.4.1.3)



Body Parts Practice

(Science) Help children with body-part awareness and word recognition by creating 6-sided cubes with a picture of a different body part (e.g., hand, foot, lips, head, hair, legs, knees, heart, lungs) on each side, labeled. Students take turns rolling the die and sharing what special thing God designed that body part to be able to do. Use the child's idea as the group sings 1 stanza of “I Have Hands” (*LOSP*, p. 29), replacing the words “clap, clap, clap” with the child's suggestion. If students don't sing after each roll, give each student in the group a chance to share what the body part can do and to thank God for our wonderfully designed body part. (K.1.9.7)

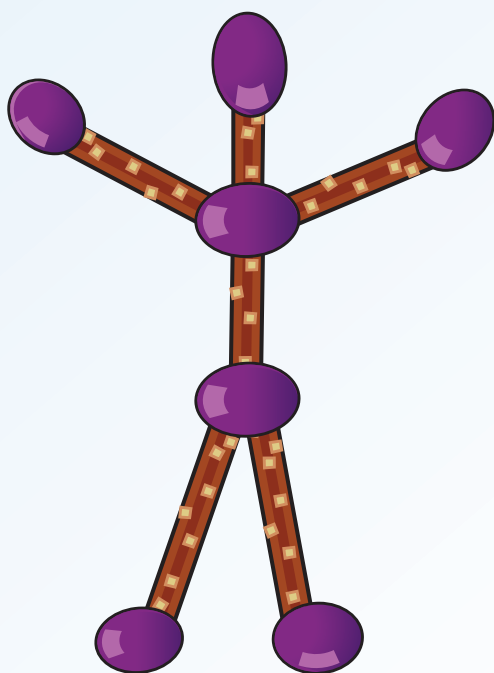


Test Your Tongue

(Sensory) Have students bring in their favorite fruit. (Bring in several more of your own, for variety.) Play a game of Test Your Tongue. Have volunteers cover their eyes with a blindfold. Place a cut piece of fruit on their tongues. Do their tongues pass the test? Can they identify the foods? Put the remaining uncut fruit in their own brown paper lunch sacks. Have students reach into the bag to feel the fruit and identify it by their sense of touch. Play a game of Test Your Touch. (K.1.8.1)

Healthy Bodies

(Art) Allow the children to trace and cut out their own bodies on long pieces of white bulletin board paper. How can they care for the bodies that God gave them? Encourage them to cut pictures from magazines showing things that are good for their bodies and glue the pictures on their cutout, ideally corresponding to the appropriate body part (e.g., glue a toothbrush picture near the mouth). Instruct them to look for healthy foods; pictures of people exercising; and things used for sleeping, hair care, or teeth. Remind them how books, friends, and games keep us healthy as well. (K.3.1.13)



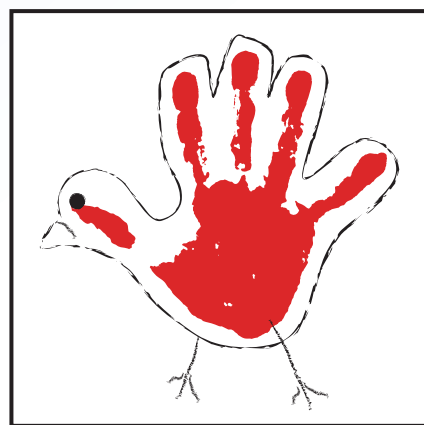
“Stick” People

(Snack) Pass out a handful of stick pretzels and at least 5 or 6 grapes to each of the students. Allow them to make a stick person, using the grapes as joints to hold the sticks together. (K.4.1.3)



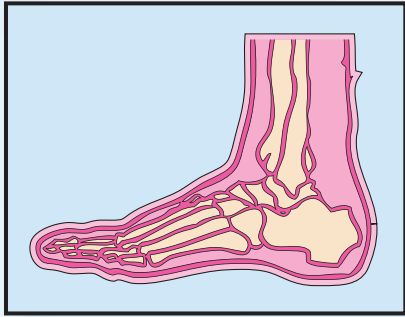
“Thin” Face

(Snack) Provide a bagel thin on a paper plate for each child. Let them spread a tablespoon of cream cheese across the bagel before placing fruit pieces for facial features. Blueberries or grapes can be used for the eyes, a pineapple wedge or strawberry half would fill in the center for a 3-D nose, raspberries would make rosy-colored cheeks, and an apple slice could be used for the mouth. (K.3.1.15)



Handprint Animals

(Art) God made each of us a unique creation. Have each student dip their hand in paint to make their unique handprint on a piece of construction paper. After the paint dries, instruct them to draw around the handprint to make one of God's animals. (They can draw on each side of their hand the wings of a butterfly, extend the thumb to be the neck of a giraffe, add to the fingers to make the legs of a spider, or even create a brand new animal of their own.) Encourage them to name their animals as Adam did and to use color as they finish their animals. (K.4.1.3)



Spectacular Systems

(Social game) Arrange students in a circle. Give each child a simple picture of a bone, a heart, or a muscle. Before the game, explain that God designed us with many special systems in our bodies that work together to help us move. For example, a skeletal system that supports our frame, a circulatory system that pumps blood, and a muscular system that allows us to move. Ideally, show full-body images of these systems. See Web Resource 1a. Explain to students that when you call out “Thank You, God, for making our circulatory system,” all the children holding hearts stand up and exchange places. To aid in understanding, you may want to hold up your image of that system. When you call out “Thank You, God, for making our muscular system,” all the students holding muscle pictures exchange places, and so on. For variety, occasionally call out “Thank You, God, for making our bodies,” and tell all the children to safely stand up and find a new place to sit. To make sure each child is familiar with each part of the body, occasionally have children exchange their card with another child. (K.1.9.7)



Similar and Unique

(Social game) Help the children in your class get to know one another with a matching game. Use your *LOSP* or *LLV* CD sets to play one of the songs suggested in the Express section. Encourage children to use their amazing bodies to walk or dance around the open playing area. When the music stops, have each child find a new partner. (If there is an odd number, join the game yourself or suggest a trio.) Partners then announce an attribute or characteristic about themselves that is the same as their partner (e.g., same eye or hair color, same type of shoes, or same letter that begins their name). If a pair is struggling to find something that they share in common, remind them that they match because they are both “made in God’s image,” “children of God,” and “forgiven.” You may want to play another round or two, this time celebrating the ways God made the partners different and unique. (K.1.4.3)



Partner Praise

(Social game) Before the game, explain what a joint is (where two bones meet). Remind your class how God designed your body so cleverly. Use your *LOSP* or *LLV* CD sets to play one of the songs suggested in the “Express” section. Encourage children to use their amazing bodies to dance around the open playing area. When the music stops, have the children find another child to be their partner. (If there is an odd number, join the game yourself or suggest a trio.) Call out a body part that is a joint (e.g., elbow, knee, shoulder, hip, wrist). Say, **Praise God for your elbows!** Partners will touch their body part with their partner’s body part (e.g., elbow to elbow) until the music starts again. Encourage children to find a partner near them when the music stops; explain that they will not always have the same partner. (K.1.9.7)

UNIT 3—GOD’S PEOPLE GET A
LAND OF THEIR OWN

Story 12

The Battle of Jericho

JOSHUA 6:1–20

Central Truth



God rescued His people from the Canaanites. God gave His people a new land.



God saves His people from their enemies and blesses them.

Objectives

- Know that God is with us when we are scared.
- Rejoice and give thanks that Jesus is our Savior from sin, death, and the devil.
- Trust in our almighty God to help in times of trouble.

Letter of the Week: Y

Day 1 Materials

- The Basics
- Wooden blocks
- Student Book 3
- 7 index cards with 1 Bible Word on each card
- A small instrument for the teacher to play

Day 1

INTO the Lesson

As you welcome the children into the devotion area today, begin building a wall with some wooden blocks. Make sure they stay at least two feet away from the blocks. Continue to build, allowing the children to just sit and watch for a minute or two. Say, **You know what I love to do even more than building tall, tall block towers? I love knocking them down! Who wants to help me knock this tower down?** You may choose to have them put their hands on their head if they would like to help you knock it down. This will encourage them to wait for further instructions. Say, **There is one rule I have for knocking down my tower. You have to knock it down without touching it.** Talk with your class about any ideas they have about how to accomplish this task.

Say, **I know! I have an idea I just know will work!** Stand up and walk around your wall of blocks seven times. Then, lift your face to the sky and give a loud shout. When it doesn't just fall down on its own say, **Hmm, I wonder what I'm doing wrong. I am going to share a story with you today about an entire city whose walls all just fell down without anyone even touching them.**

INTO the Word

Ask, **Can you tell from the picture how the walls came down?** Read the Student Book story page with your students.

After reading, say, **Wow! How did the walls of Jericho just fall down without the Israelites even touching them?** (God knocked them down.) Ask, **Did God need His people to march around the city for seven days to make the walls fall down, or could He have just knocked them down on the first day?** (God didn't need His people to do anything, but *they* needed *Him*. God uses His people to do His will.) **Why did He tell His people to march?** (He wanted them to trust in Him. He strengthened their faith.) Point to the ark of the covenant on the picture. See if the children remember anything about the ark from the previous story, when God held back the waters of the Jordan River. Say, **The ark going around the city meant that God was with His people. But before they had even started marching, God had already told Joshua, "See, I have given Jericho into your hand" (Joshua 6:1).**

Ask, **What do you think the Israelites did for the rest of the day after marching around the city just once for the first six days? What did they do with their time?** Listen to all responses. Say, **God asked the Israelites to march for seven days, but even before the first march happened, He told Joshua that they would win the battle of Jericho. Amazing! God always has everything under control. He knows how to save us from our enemies.**

The Battle of Jericho

Joshua 6:1–20



God had a plan for Jericho. He took Joshua aside and told him so.

"After seven days, this powerful city will fall to the ground and no longer be.

Follow My plan, here's just what to do. March around the city. I'll give Jericho to you.

This is My people's land promised long ago, so the town is yours after the last trumpet blow."

So the Israelites followed God's directions. They marched once each morning without objections.

Seven priests blew their trumpets; four carried the ark without a word. The people marched for six days before they made their voices heard.

On day seven, they rose up early to march round the land. This day, God put the town of Jericho right into their hand.

One lap, two laps, three laps, four. Five laps, six laps, only one more.

The trumpets were blown, it was time to YELL! God's people cried loud and the great walls fell!

The walls all collapsed, the Israelites rushed in, praising God, for as promised, He'd saved them again.

13

INTO our lives

Tape each word of the Bible Words to small blocks and hide them throughout the classroom. Invite one student at a time to look for one of the blocks. Use an instrument to help you direct them to the block you want them to find. Play your instrument very softly when they are far away from the block, and as they get closer to it, play louder and louder. When all of the Bible Words have been found, put them in order and read the verse together. (You may want to have the children close their eyes while you mix up the words so they can play again, this time challenging them to put the words in order by themselves.)

Say, **Do you think the Israelites were scared when God told them they were going to go into battle armed with only trumpets of rams' horns and their voices?** Allow a couple of the students to share their thoughts. Ask, **What are some things that frighten you?** Let the children tell you something that scares them. Say, **Did the Israelites knock the walls of Jericho down and defeat the scary Canaanites, or did God do it?** (God did it.) **Yes, God delivered Jericho into their hands, but He used His people to do it. Jericho's city walls were big, but our God is bigger! There is nothing our God cannot do for you. Jesus even won the battle against sin, death, and the devil. Jesus is stronger than anything that might scare us.** Sing, "My God Is So Great" (LOSP, p. 64).

UNIT 3—GOD’S PEOPLE GET A
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Story 12

The Battle of Jericho

JOSHUA 6:1–20

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Letter of the Week: Y

Day 2 Materials

- The Basics
- Piece of 8½ × 11-inch paper, 1 per student
- Web Resource 12a
- Reproducible 12a
- Classroom instruments, 1 per student or at least 2
- Student Book 3

Day 2

INTO the Lesson

Invite your children to join you in your worship or circle area with a game of Simon says. Begin by asking them to do very simple activities, such as “Touch your nose,” “Clap your hands,” and so on. As the game progresses, challenge them to hop on one foot, snap their fingers, roll their Rs, or whistle a tune. End the game by giving them impossible tasks, such as create a giraffe, sing “Jesus Loves Me” in German, or make a mountain.

When they are unable to do what you are asking of them say, **I don’t understand. Where is the giraffe? I don’t hear any singing, and what about the mountain I asked for? I really wanted to go skiing!** Wait for the children to tell you that the things you are asking of them are impossible for them to accomplish.

Say, **In our Bible story this week, God helped the Israelites do something that, to us, may sound impossible. But we have an amazing God, and we know that nothing is impossible with Him.**

INTO the Word

Give each student a piece of blank paper and crayons or markers. Use Web Resource 12a to play the song “Joshua” for your class several times while they illustrate their favorite part of the story. Use Reproducible 12a to sing it yourself.

When the students have finished their illustrations, allow each student to choose an instrument to play as they march around the room to the music. If you don’t have access to instruments for each student or need to keep the noise level down, select two or three of the children to be priests and play the music. Pretend it’s day seven of the Israelites’ journey, and encourage everyone else to follow the priests around the “city,” shouting to the Lord and singing “Joshua.”

From Scared to Saved!

God often uses people to save us when we are scared or in trouble. Other times, He saves us all on His own. Place stickers in the correct boxes to show how God saves the people in the pictures below.

Bible Words

Nothing will be impossible with God.

Luke 1:37

14



INTO our lives

Direct the students to the activity on page 14 of their Student Book. Say, **God saved the people of Israel from the scary Canaanites by giving them the land of Jericho. Did you know He also saves us from what scares us?** Read the directions, and talk with your children about what is going on in each of the boxes. Help them to apply the correct stickers onto the scenes. Ask, **How is God going to help the boy in the water?** Ask, **Do any of you ever feel like the girl sitting at her desk, not sure what to do on your work?** Ask, **Whom do we want to call for the problem in the second box?** And, **How is God going to help the children in the fourth picture?** Lead the children to talk about how God will work with both the shy boy on the outside of the circle and the children playing ball. Say, **God can help us be brave enough to talk to new friends, and He can remind us to invite someone new to play with us too.**

In the empty box, instruct the students to draw a picture of a time when they were scared or in trouble. Then, have them draw a large cross covering their picture. Say, **Jesus takes us from scared to saved every day. He does it in big ways, saving us like He did the boy in the water, and He does it in little ways too, by helping us make new friends.** Ask, **How did Jesus save you in your picture?** Allow any students that want to share to do so. You may want to share a time when you were scared and Jesus saved you too. Conclude, **The biggest way God saved us was by sending Jesus to be our Savior. Only Jesus could have saved us from the scary devil. We don't need to be afraid of anything with our powerful God by our side!**

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Letter of the Week: Y

Day 3 Materials

- The Basics
- Word Wall Word: *around*
- Reproducible 12b, 2 copies for teacher, and 7 cups
- Web Resource 12b

Day 3

INTO the Lesson

Show the students the Word Wall Word *around*. Say, **I’m not going to tell you what this word is; I’m going to show you instead. When you think you know what the word is, raise your hand.** Act out the word by walking *around* the desks, *around* the children, and *around* the room. Say, **This is a word that we used in our story yesterday. What is it?** After they guess correctly, ask, **Where did we hear the word *around* in “The Battle of Jericho” song from yesterday?** (The Israelites marched *around* the city of Jericho for seven days. “March My people *around* the wall.” “Seven days marched *around* the town.”) Ask, **What did God tell the Israelites to do the first six days as they marched *around* the city?** (Stay quiet. Only the trumpets were supposed to be blown.) **And what did He tell them to do after they walked *around* the city on the seventh day?** (Give a loud shout.)

Say, **Today we’re going to listen as our classmates tell the story of Joshua and the battle of Jericho; at the end, we’re going to give a loud shout in praise to God for giving the Israelites this new land.**

INTO the Word

Use two copies of Reproducible 12b to make seven cupettes. (Only use one of the trumpet images.) You may want to use the precolored set on the Portal.

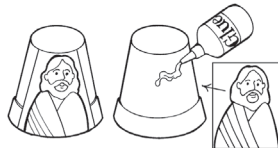
Gather the children and sit in a circle, placing all of the cups in the center of the circle. Take one of the cups in your hand and begin telling the story of the battle of Jericho. Say, **The people of Jericho did not believe in God. Because they were not friends of God, they were not friends of His people either. They would not just *give* their land to God’s people. The Israelites would have to fight them for it, and those walls would be hard to get through. Write the words **Yikes!** and **Yowzers!** on the board. Encourage students to make a frightened face with you as you read the Y words together.**

God gave Joshua and the Israelites very specific instructions for how He was going to use them to defeat Jericho. He told them to **blow their trumpets of rams’ horns and march, march, march, march, march, march, march, march one time around the city on the first day.**

Take another cup from the center of the circle. Place it on top of the first cup and say, **On the second day, the Israelites blew their trumpets again.** This time, instruct the students to help you tell the story and to pass the cup each time they say the word *march* to keep it moving around the circle. Say, **Joshua and the priests led the Israelites and once again began to march, march, march, march, march, march,**

Joshua and Jericho

Directions: Color the pictures; then, cut them out and glue or staple to cups.



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Reproducible 12b One in Christ™. © 2013 CPH. Reproduced by permission.



Say, Joshua got to do something very special before he led the people into Jericho. He got to hear the voice of God. What do you think God's voice sounds like? Let several children demonstrate their best "God" voice. Say, God speaks to us too—in His Word and in prayer. God told Joshua, "Yes, I have given Jericho to you." Does God always say yes to what we want and ask for in our prayers? (No) Ask, Imagine you went home and said, "Mom, can we have pizza for dinner tonight?" What might she say? (She may say yes, she may say no, or she may say to wait for another night.) Say, That's how God answers us too. But, there are some questions that God always says yes to. When we ask, "Do You love me?" God says— Pause and allow children to respond, *yes*. Hold up a letter Y. Say, When we ask, "Will You forgive me?" God says— (Yes) And when we ask, "Will we live forever with You in heaven?" God says— (Yes)

Sing, "Jesus Loves Me, This I Know" (LOSP, p. 42). Invite the children to yell, *yelp*, *yawn*, and even yodel the word *yes* in the song. Invite them to replace the word *yes* with *yippee* or *yahoo*, and replace *Jesus* with the special name of God, *Yahweh*.

march. Ask the student holding the stack of cups to take another one from the center of the circle and tell what happened on day three of the story. Continue on in this manner until the seventh day. The Israelites marched around Jericho seven times blowing their trumpets and shouting, and the city walls fell down. When the last student begins talking about the city walls falling down, pat your hands on the floor and encourage your class to do the same, or use Web Resource 12b. Shout, **God saved His people! Praise the Lord!** Clap your hands and lead your class in cheering for our great God! **He has saved us too—from sin, death, and the devil. There's nothing He can't do.** To continue your cheer, you may want to use Y words and an action, such as "Yeah!" (*punch a fist in the air*), "Yes!" (*push both elbows back*), "Yee hah!" (*move one hand forward as if tipping a cowboy hat off the top of your head*), or even "Yodel-ay-hee-who!" (*cup hands around the sides of your mouth*).

UNIT 3—GOD’S PEOPLE GET A
LAND OF THEIR OWN

Story 12

The Battle of Jericho

JOSHUA 6:1–20

Central Truth



God rescued His people from the Canaanites. God gave His people a new land.



God saves His people from their enemies and blesses them.

Objectives

- Know that God is with us when we are scared.
- Rejoice and give thanks that Jesus is our Savior from sin, death, and the devil.
- Trust in our almighty God to help in times of trouble.

Letter of the Week: Y

Day 4 Materials

- The Basics
- Jack and Maya puppets
- Student Book 3
- Black construction paper, 1 piece per student

Day 4

INTO the Lesson

Maya: (*Pacing back and forth and speaking under her breath*) Oh, oh, why do I have to go? No, I really don’t want to. Oh, oh.

Jack: Maya, what’s wrong?

Maya: Oh, Jack, my mom is coming to pick me up from school soon. I have to go somewhere I don’t want to go, and I’m really scared.

Jack: Wow, Maya, where is it?

Maya: (*In a whisper voice*) The dentist.

Jack: The what?

Maya: (*Loud*) The dentist. Oh, no, I am not going!

Jack: Maya, you’ve been to the dentist before. I’ve seen the light-up toothbrushes you get at the dentist office. What are you afraid of?

Maya: This time, I have a cavity. I’ve never had a cavity before. That’s why I’m scared.

Jack: I bet it’s not so bad. (*Turns toward the class*) Have any of you had a cavity before?

Allow children to respond. Lead them in giving Maya some encouraging words.

Teacher: Maya, I’ve had a cavity before too. The dentist will clean out the tiny hole in your tooth and fill it with special cement that will fix it so you and your tooth stay healthy. It will be okay.

Jack: Maya, you know what I do when I’m scared?

Maya: What?

Jack: I tell Jesus, and I ask Him to take away my fear and help me trust in Him. Do you want to try it?

Maya: I think so.

Jack: (*Asks the children*) Can you pray with us? (*Folds hands*) Jesus, be with Maya as she goes to the dentist today. Help her to know that You are always with her and that You will take good care of her. Thank You, Jesus. Amen.

Maya: I feel better, but I’m still a little scared, Jack.

Jack: It’s okay, Maya. Jesus will be with you the whole time.

Have Jack teach Maya and the class to sing “I’m with You” (*LOSP*, p. 32).

Say, **By God's power, Israelites used the sound of their trumpets and voices to bring down the walls of the city of Jericho. We can use trumpets and other instruments to play songs of thankfulness and praise to God. We are going to make some notes of thankfulness and praise today.**

Draw an outline of a trumpet that fills about half of the space on your chalkboard. Write "Thanks be to God for" on the trumpet. Give each child a piece of black construction paper and instruct them to cut out two or three circles big enough to fit their hand on top of. You may choose to pre-cut the circles before class. Ask them to use their white crayon to draw a picture on each circle showing how God helped them when they were scared or in trouble. Feel free to do this activity with your students. As they finish their pictures, signal them each to come up to the board by singing the song that Jack taught the class ("I'm with You"). Help them tape their circles to the board, and tell a little bit about what they have drawn. Then draw a stem and flag on each picture to make them into musical notes.

When everyone, including you, has had a chance to share, say, **What a blessing it is to know that God is always with us and that we can trust Him to help us in times of trouble!** If students enjoy the song and want to continue, try singing it both loudly and quietly and even by just mouthing the words. Remind the class that the first six days, God's people weren't to say anything.

8

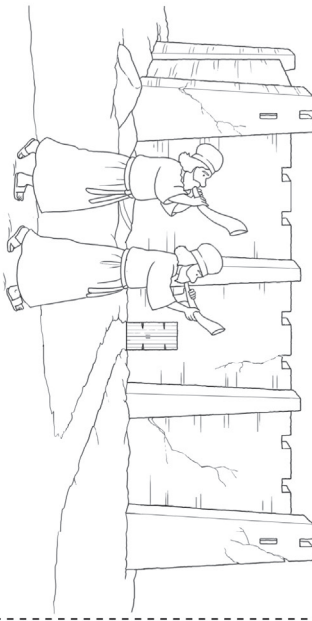
Craft Page #2 One'n Christ™ © 2013 CPH.

and the walls of Jericho fell down, down, down.
The Israelites cheered, "Hooray for God!"



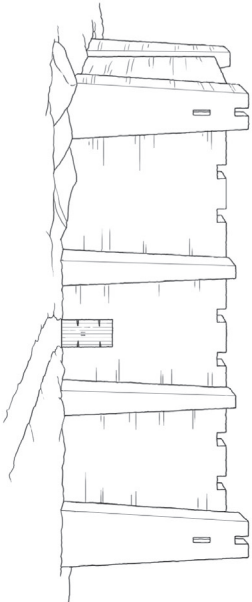
6

On day seven, the Israelites marched around the city, and the priests blew their trumpets . . .



Name _____

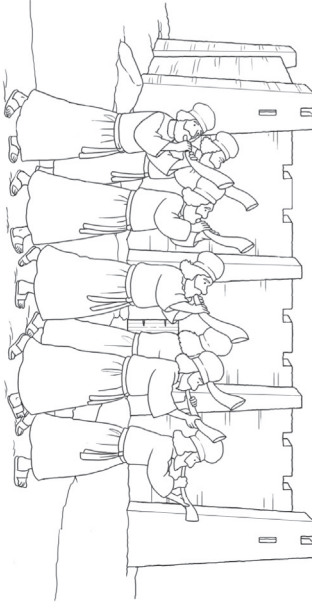
God Took the Walls Down



1

On day one and day two, the Israelites marched around the city.

3



INTO the Word

Direct the students to the craft page at the end of the Student Book. Give them time to color the pages. Put the book together by cutting on the solid black line (lengthwise), folding on the dotted line (width-wise), and stapling the pages together. Read it together as a class. Put them in groups of two and to allow them to read their book to each other. Encourage them to take it home, and read it to two people in their family. Be sure your students know how God has saved *us* so they can also share that part of the story with their family. **God saves us from our enemies—sin, death, and the devil. He blesses us too!**

Lesson Support



Bible Background

“See, I have delivered Jericho into your hands.” If the writer of this sentence were anyone but God, English teachers everywhere would note that this line is at the beginning of the story and immediately get out their red pens. Before we even get into the story, the Lord talks about the Israelites’ victory in Jericho as if it has already happened. And it absolutely has.

The Canaanites seem to have every military advantage—an impregnable wall, swords, spears, javelins, and a reputation to boot. Israel should be scared out of their minds. Jericho is walled off in preparation for an enemy strike; against any other enemy, this would be sufficient. But they are no match for the commander of the army of the Lord, God Himself. So, why does God take Joshua and His people on this seven-day journey? Their obedience will show that their faith is completely in Him (Hebrews 11:30).

God uses challenging situations to strengthen our faith. God didn’t have the Israelites just walk right into Canaan . . . there was a turbulent river in the way. God didn’t just give them the land . . . they first had to fight ruthless Canaanites. You may not see the victory in your life yet, but be assured that the battle belongs to the Lord, as David recognized when facing Goliath (1 Samuel 17:47). Although the odds may seem stacked against you, as one of God’s people, you can expect victory—the odds are meaningless.



Bringing it Home

Choose several Arch Books or other story books that you will be using for future lessons. Ask parents to volunteer to record themselves reading the story out loud. Place the books in the Listening Center. The children will love listening to mom, dad, grandma, or grandpa read to them at school! You may want to have your principal and your pastor record a book as well. (K.2.1.2)



Hands to Serve

Is your church or school packing up Thanksgiving or Christmas boxes for families in the community sometime soon? Ask how your class can help. Maybe they can unpack and sort food items or help pack the boxes that will be delivered to those in need. Maybe they can bring items from home to add to the collection or make cards to be placed in each of the boxes. Take time this week to pray for the recipients of these gifts. (K.3.2.8)



Searching Further

It is thought that the circumference of the city of Jericho was somewhere between a half a mile and a mile. Walk this distance with your class this week. On your walk, talk about the things that God has done to show that He is with you—from you talking about Him (Matthew 18:20) and from you reading God’s Word to the changing leaves, wind, and animals you see. Let the heavens and the earth give witness to the faithfulness of our God. (K.2.2.6)



Check It Out

Be sure students make the connection of the Israelites’ victory over Jericho with our victory over death. Jesus is the one who gives us the victory through His death and resurrection. Teach the class “The Strife Is O’er, the Battle Done” (*LSB* 464). Note the similarities between the battles: “Let shouts of holy joy outburst” and “The bars from heav’n’s high portals fell.” The strife is o’er, the battle done; Now is the victor’s triumph won! Use hymns not only to review concepts but also to recognize rhyming words that are in the same word family. (K.2.3.2)



Psalm 150

(Worship) Read Psalm 150 while your children play instruments and march around the classroom. Let them write their own psalm to share with another class or at a chapel service. (K.2.2.3)

Praise the Lord! Praise God in this classroom; Praise Him at _____ (name of your school).

Praise Him for _____;

praise Him for _____.

Praise Him with hands that clap;

praise Him with feet that stomp.

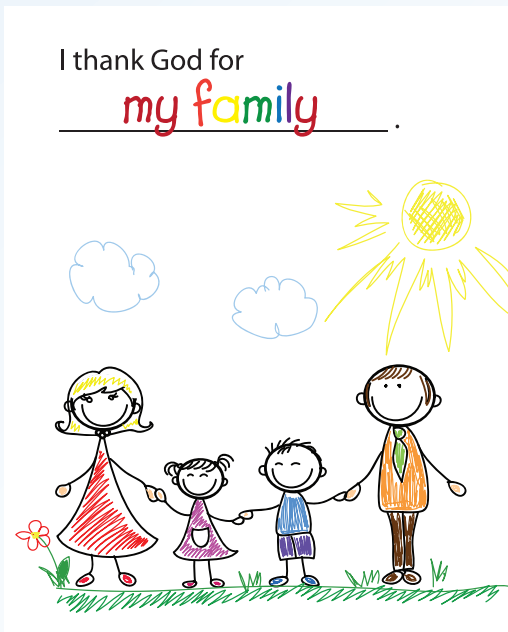
Praise Him with _____; praise Him with _____.

Let all kindergarten children praise the Lord!

Praise the Lord!

“Praise Him”

(Worship) Sing the song, “Praise Him, Praise Him” (LOSP, p. 68) with your class. Sing stanza 1 using whisper voices, and gradually get louder as you add stanzas until everyone is singing stanza 4 at the top of their lungs. Or sing the stanzas normally, but instead of singing the words *God is love*, sign them by pointing to heaven for *God* and crossing your arms over your chest for *love*. You may choose to challenge your students to learn the entire song in sign language (LOSP, pp. 68–69). (K.4.4.2)



Praise and Thanksgiving

(Writing) Have the students write and illustrate a Praise and Thanksgiving book for the classroom library. Give half of the class a blank piece of paper that says, “I praise You, God, for _____.” Give the other half of the class papers that say, “Thank You, Jesus, for _____.” Help the students fill in their blank. Ask them to draw a picture to match their words. Alternate the 2 sentences when you put the book together, then read aloud. (K.2.3.4)

“I Am Thankful”

(Worship) Dismiss your class to centers, to line up, or any time throughout the day by using this simple activity. Sing the song “I Am Thankful” to the tune of “Are You Sleeping?” (K.4.4.4)

Teacher: Mara is thankful.

Class: Mara is thankful.

Mara: For my friends.

Class: For her friends.

Mara: I am very thankful.

Class: She is very thankful.

Mara: God is good.

Class: God is good.

Allow each child to sing a stanza saying something for which they are thankful. For a challenge, encourage them to name something they are thankful for that begins with the ending sound of the word the previous child used. For example, Mara is thankful for her friends; the next student called on would name something that begins with *S*.

Favorites Graph

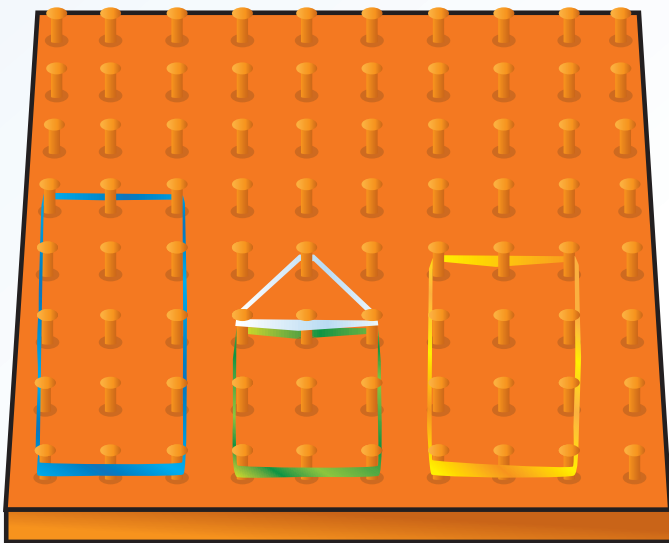
(Math) Let the children share their illustrations from the “Into the Word” section for Day 2. Which part of the story did more students choose as their favorite? Was it when the Lord talked with Joshua? the Israelites marched around the city? the people finally got to give a loud shout? the walls of the city came down? Use a large wall in the classroom or in the hallway to make a bar graph showing the classroom favorites. (K.1.1.6)

What a Week Looks Like

(Math) The Israelites marched around the city for 7 days. Place blank copies of a calendar in the Math Center. Encourage each student to copy the name of the month and the numbers you have so far on your classroom calendar onto their own calendar. Instruct them to then color the first 7 days of the month red, the second 7 days yellow, the third 7 days orange, and so on. How many weeks of the month has the class been in school? (K.1.2.2)

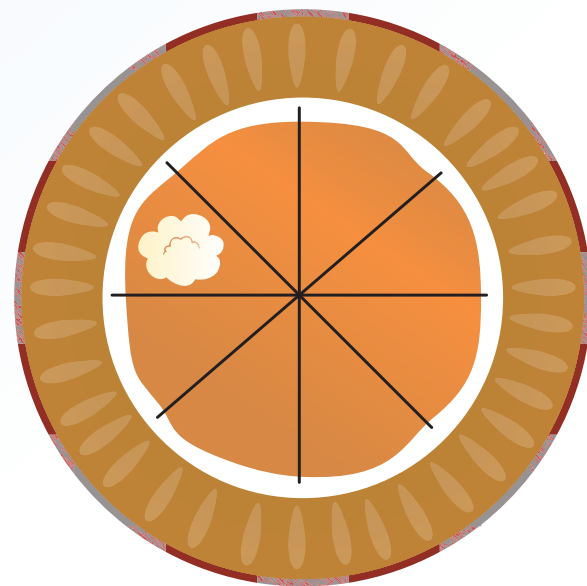
Geo-graphy & Art-itecture

(Math) Place your geoboards and geoboard paper in the Math Center. Invite your children to make a city scene, or a wall of Jericho, with rubber bands on their boards and to copy the scene onto the paper. Encourage them to add details to their paper by drawing soldiers on the top of the walls and the Israelites marching around them. (K.4.1.4)



Estimated Mileage

(Math) Place 13 items in an estimation jar. Allow the students to hold the jar and look at it from every angle. Ask them to estimate the number of items in the jar. Ask, **If the city of Jericho was 1 mile all the way around, how many miles total did the Israelites walk during those 7 days?** Have the students count the items in the jar to discover the answer. Which guesses were the closest? Place this jar, along with several other jars with varying numbers of items, at the Math Center. Have the students estimate how many items there are in each of the jars. Later in the week, reveal the answers by placing the numbers on index cards, and invite the students to match the cards with the correct jars. Last, leave your manipulatives and several empty jars at the center; encourage the children to make their own estimation jar so their friends can guess the number of items inside. Can their classmates guess correctly? Can their parents? Can you? (K.1.1.10)



A Fraction of Dessert

(Math) Give each child a paper plate to represent a pumpkin pie. Give the students time to color the edge brown and paint the inside orange. While the paint is still wet, sprinkle cinnamon or pumpkin pie spice over the top. When it is dry, show students how to score their pie into 8 slices. Talk about different fractions with your own sample and/or examples on the board. Conclude by showing them how to draw a line to divide the pie in 2 and then again (4 pieces) and then each of those in 2 again (8 pieces). Provide 8 cotton balls for the students to glue a dollop of whipped cream onto each slice. Some people call dessert a “slice of heaven.” The city of Jericho was one “slice” of the pie for the Israelites to capture and control their entire Promised Land. (K.1.1.6)

Fortified or Fort-a-fly?

(Science) God can do it with a miracle, but what will it take to knock down *your* wall? Provide your students with a large supply of wooden blocks. Encourage them to make a wall strong enough to withstand being hit by a tennis ball when rolled down an inclined plane. Let them also explore with different types of balls and with the plane at different angles. (K.1.7.2)



Feeling Numbers

(Sensory) Write the numeral 1 on an index card. On a separate card, draw 1 dot. Do this for numbers 1 through 7, using 14 index cards. Then, use liquid glue to trace the numbers and dots. Place these cards in your Math or Science Center along with a blindfold. Encourage your students to first match the cards with their eyes open and then try it with the blindfold on. For a real challenge, you may want to use small pieces of construction paper to make letter cards for some simple words like *thank*, *you*, and *God*. Encourage the students to try to put the letters together to form the words while wearing a blindfold. Remember to provide them with an answer key so they can check their spelling. (K.1.1.3)



Soundsation

(Sensory) The Israelites must have made a mighty noise on day 7! God made our ears to distinguish between thousands of different noises. Make a sound memory game for your classroom by placing several small items from the classroom in baby food jars or other clear containers. Vary both the number and types of items you put in the jars. Make 2 jars that match for each type of manipulative you use. You may choose to put Lego building blocks, rice, small rocks, paper clips, cotton balls, or rubber balls in your jars. Cover the sides of the jars with construction paper, but leave the bottoms clear so that the students can check their answers. Direct them to find 2 jars that have matching sounds. Change the materials in the jars throughout the week to keep them guessing. (K.4.4.1)



Squashy Comparison

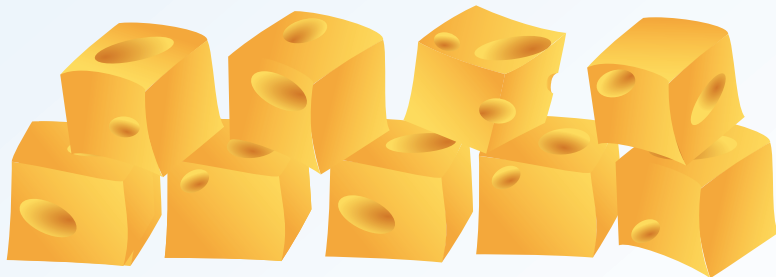
(Science) Bring in 4 different varieties of squash. Cut them each in 2 pieces and invite the children to look at the skin, the flesh, and the seeds of each. Ask the children to predict how heat, cold, and time will affect the squash. Cook 1 piece of each variety, and invite the children to taste them. Wrap 2 of the other pieces and place them in either the refrigerator or the freezer, and leave the other 2 pieces out in your classroom. At the end of the week, compare the halves that were in the refrigerator with those left out in the open air of the classroom and those cooked. You may even want to continue to observe the squash over the next several weeks. Squash is a traditional Thanksgiving dinner food; use Web Resource 11a to learn about the foods the Israelites would have eaten at Passover, the meal they ate after crossing the Jordan. (K.1.8.2)

Be Thankful

(Art) Stock the Art Center with scissors, magazines, and glue. On 9 × 12-inch pieces of construction paper, write the letters for the phrase *Be Thankful*. Allow students to cut out pictures of things they are thankful for that begin with each of the letters in the phrase and to glue them on the papers. (K.3.4.3.1)

Cornucopia of Blessings

(Art) Give each child a $\frac{1}{4}$ piece of brown construction paper, one Bugle triangle-shaped corn snack piece, and several fruit-shaped pieces of Trix cereal. Show students how to write “Thank You, God” as a title at the top of the construction paper. Be sure they have a dark marker. Students can use a teaspoon of white frosting to adhere the food pieces to the construction paper to create a Thanksgiving cornucopia. Say a prayer to thank God for His many blessings. (K.4.1.2)



Wall of Jericho

(Snack) Provide each student with several cubes of cheese and a handful of crackers. Encourage them to make a wall of Jericho and then devour it. (K.4.1.4)

Thanksgiving Counters

(Snack) At a center, place snack bags of candy corn, pretzel sticks, or popped corn. Make a worksheet reviewing math concepts you are working on: counting, 1-to-1 correspondence, adding or subtracting, or writing numerals. Ask the children to move their snacks about on a paper plate or paper towel to solve the problems. When their work is done, they may eat their counters! (K.1.1.4)

Papier-Mâché Turkeys

(Art) Involve the students by having them tear or cut newspapers into strips, approximately 1 inch wide. They could also help prepare a flour paste by mixing 1 part flour to 2 parts water together in a bowl until it is the consistency of a runny glue. Add a few sprinkles of cinnamon if students don't care for the smell! Some students will be able to blow up their own *small*, round balloon; assist if necessary and tie the end. Give students plenty of time to completely cover their balloon with the newspaper strips dipped in the paste. After several days, when the papier-mâché is dry, cut a slit into the balloon. It will pop, but the shell will retain its shape. “Stuff” the turkey cavity with little slips of paper labeled with blessings from God. Use masking tape to secure the opening, and students can paint the turkey body brown. When the paint is dry, attach the student's handprint cut out of orange construction paper to the back of the turkey as tail feathers. Students can trace their footprints onto brown construction paper, cut them out, decorate them with wiggly eyes and a red triangle, and attach them to the front of the turkey body as the head. Display the turkeys in your room with the label, “Stuffed with God's Blessings.” God has given us blessings abundantly—more than we deserve! That's called grace. He fills us up and satisfies us with the good things we need. Learn Psalm 145:15–16 as a table prayer for students to say before their Thanksgiving dinner. (K.4.1.2)





Thankful No, Thankful Go

(Social game) Stand at the opposite end of the gym for this variation on red light, green light. Say, **I am thankful for . . .**, and continue to say things for which you thank God. The only time the children are allowed to move is when you say words that begin with a letter that was designated before the start of the game. If **Y** is the letter of the game, the students will stand still while you list *basketball*, *leaves*, and *pie*. As soon as you say **yarn**, **yaks**, or **yo-yos**, they can walk or run toward you. When you say something else that begins with a different letter, such as *reading*, they must freeze. Anyone who continues moving is sent back to the starting line. (K.2.3.1)



Seven

(Social game) Joshua marched for 7 days. What can your students do 7 of? Set up 7 centers for your children. At each center, have them do each of the following 7 times: shoot baskets, jump rope, skip across the gym, hula hoop, kick a ball into an empty bucket lying on its side, throw and catch a ball with a friend, and do forward rolls. (K.1.1.4)

Turkey Trot

(Social game) Use a recording of the “Chicken Dance” to teach a Thanksgiving variation. Before class, use electric (or other easily removable) tape to make turkey footprints on the gym floor. You may also use masking tape to make footprints on index cards that can be placed on the floor. Arrange the footprints so that two sets (a pair of footprints) are facing each other; spread the pairs throughout the gym. Instead of starting out in a circle, students will start on a set of footprints. Teach the children the same movements: make your “beak” (hands) open and shut 4 times, flap your “wings” (arms) 4 times, shake your “tail feathers” (bottom) 4 times, and clap 4 times. Instead of swinging arm in arm with their partner, the “turkeys” will fly away, flapping and running or skipping throughout the gym, perhaps pretending to run away from a hunting Pilgrim. When the chorus is repeated, students run to the nearest set of footprints and repeat their actions. (K.4.2.2)



UNIT 5—JESUS BEGINS HIS WORK

Story 19

Jesus Calms the Storm

MARK 4:35–41

Central Truth



While on a boat in the Sea of Galilee, Jesus told the wind and the waves to be calm.



Jesus protects His people and helps us trust Him.

Objectives

- Recognize times when we are afraid and doubt or forget that God will save us.
- Confidently trust in God to bring peace and comfort when we are facing troubles, even death.
- Give our fears to God in prayer.

Letter of the Week: S

Day 1 Materials

- The Basics
- Jack and Maya puppets
- Student Book 5

Day 1

INTO the Lesson

Maya is close to you, and Jack approaches her.

Jack: Hi, Maya! Want to come out and play tag?

Maya: Ummm . . . no thanks, Jack. I think I'll just stay inside today.

Jack: How come? It's great out here! (*Enthusiastically*) Hear the wind blowing? It's like being out on the ocean or something.

Maya: Well, I don't really like wind that much. Or clouds. I see a lot of clouds out there today.

Jack: Why don't you like clouds?

Maya: Clouds can mean storms. I-I-I don't like storms!

Jack: Aww, storms aren't so bad, Maya. (*Pause*) Well, they *can* be pretty scary, but you know what I do when I'm scared?

Maya: You get scared of storms too? What do you do?

Jack: I pray to God and tell Him what I'm afraid of. It really helps me to feel better knowing He's in control. I know I can trust Him to help me.

Teacher: You're absolutely right, Jack. Remember last time, when we talked about how Jesus called the disciples? Well, they started learning from Him, and one of the things Jesus taught them is that He is powerful enough to protect us. And Maya, He helps us trust Him. Why don't you sit here while we listen to what happened to the disciples and see how Jesus taught them that important lesson?

(*Set Jack and Maya near you to listen. You will use them again.*)

INTO the Word

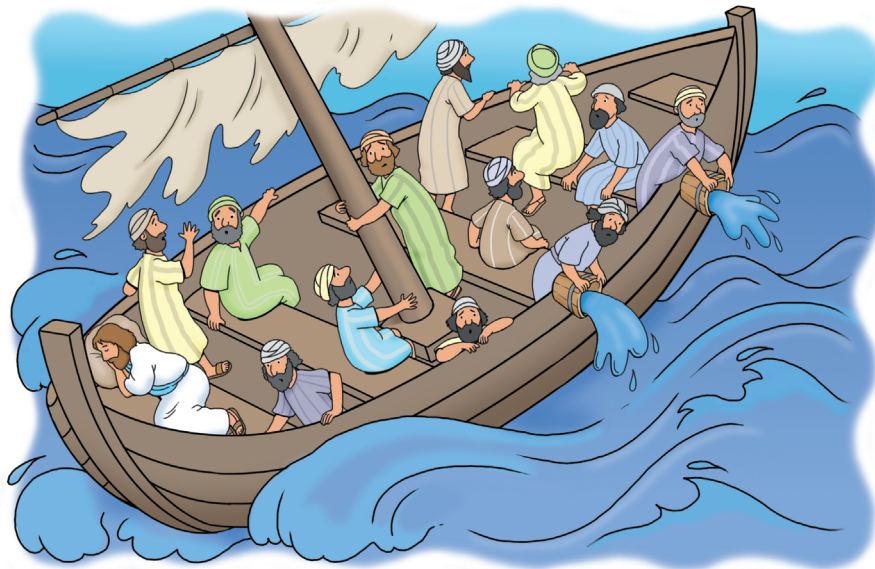
Say, **Please turn to page 9 and look at the picture. Who is sleeping in the boat? (Jesus) What do you notice about the water on the sides of the boat? (The waves are high.) Who do you think is in the boat with Jesus? (His disciples) What do their faces tell you? (They are scared to death.) Let's read the story. We will add some actions, so be sure to follow along.**

Use the following actions as you read the story with your students. Encourage the children to do the actions with you.

1. Pretend to row the boat.
2. Place hands, palms together, beside face as you close your eyes.
3. Cup hands around mouth and make wind sounds.
4. Rock from side to side.
5. Make a frightened face.
6. Snap fingers.
7. Breathe a huge sigh of relief.
8. Spread hands out, palms up.
9. Look at one another with astonishment.

Jesus Calms the Storm

Mark 4:35-41



- J**esus was in a boat on the Sea of Galilee. He was teaching people who were standing on the shore. When evening came, He said to His disciples, "Let's go across the lake to the other side,"
- 1 so they began to cross the lake. Jesus was tired from teaching all day, so He lay down in the back of the boat. The boat rocked gently back and forth. Soon, Jesus fell asleep.
 - 2 Sometime later, a windstorm began to blow. The waves rose higher and higher. The boat rocked back and forth and side to side. Soon, water began to slosh over the sides of the boat! The wind kept on
 - 3
 - 4

blowing, and the waves kept on growing! The boat was filling with water! **5**

The frightened disciples woke Jesus. "Teacher," they cried, "don't You care that we are drowning?"

Jesus got up. He spoke to the wind! He spoke to the sea! "Peace!" He said. "Be still." Instantly, the wind stopped blowing, and the big waves disappeared. **6**

"Why are you so afraid?" Jesus asked His disciples. "Do you still not believe?" **7**

Now, the disciples wondered. "Who is this," they asked, "that even the wind and the sea obey Him?" **8**
9

9

INTO our lives

Jack: See, Maya? Jesus is stronger than any storm.

Maya: But Jack, that happened a long time ago when Jesus was living right here on earth. What about now?

Teacher: I think I can help with that question. You both know that God created the world, right? (*Puppets nod their heads.*) That means He created the wind and the sea, doesn't it?

Jack and Maya: Yeah, sure.

Teacher: Well, if Jesus made the wind and the sea, surely He can make them do what He wants.

Maya: That makes sense.

Jack: Yeah, but why would He want to?

Teacher: That's the easiest answer yet, Jack. He does it because He loves us. And I know you can't see Jesus with us right now, but we know He *is* with us like He was with His disciples. Jesus promised to be with us.

Maya: I get it now! **If Jesus loves us enough to die on the cross to pay for our sins and is powerful enough to rise again on the third day, then He certainly loves us enough and is powerful enough to help us when we're afraid.**

Teacher: Right you are, Maya! That's the lesson Jesus was teaching His disciples. And we're His disciples too. He's teaching us to trust Him too. In fact, let's pray and ask Jesus to help us to always trust Him to help us when we're afraid.

Pray: Dear Jesus, / thank You for loving me / enough to keep me safe. / Help me to trust You. / Help me show others how to trust You too. / Amen.

If time permits, close by singing "God Is Near Me" (*LOSP*, p. 107).

UNIT 5—JESUS BEGINS HIS WORK

Story 19

Jesus Calms the Storm

MARK 4:35–41

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Objectives

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- Confidently trust in God to bring peace and comfort when we are facing troubles, even death.
- Give our fears to God in prayer.

Letter of the Week: S

Day 2 Materials

- The Basics
- Word Wall Word: *stop*
- Reproducible 19a
- Student Book 5

Day 2

INTO the Lesson

Say, Listen as I summarize the Bible story we have been studying this week. When you hear a word beginning with the /s/ sound, draw an S in the air and say, “Ssssss.”

Read slowly. Jesus the SAVIOR was teaching people. As the SUN went down, He asked the disciples to take Him across the SEA of Galilee. Jesus was tired and went to SLEEP in the STERN of the boat. A STORM appeared on the lake, and the disciples were SCARED. They SCREAMED and SHOUTED. They woke up Jesus and cried out to Him for help. Jesus told the wind and the waves to STOP, and they did! The disciples were STUNNED and amazed!

Hold up the Word Wall Word *stop*. Ask, What did Jesus stop? (The wind and the waves) Jesus also tells us to *stop*. Say the word when I point to it.

Stop worrying. *Stop* being afraid. *Stop* doubting what I can do. *Stop* doubting how much I love you. *Stop* forgetting that I will save you.

Jesus wants us to be still and have peace knowing that He is in control. He has handled everything for us, including saving us from death. After we die, we will live again in heaven, forever. No trouble needs to take away the peace we have through Jesus! Let's stop and tell the story in another fun way, and you'll see why we can trust Jesus and stop being afraid.

INTO the Word

Before class, learn the song using Reproducible 19a. During class, say, Jesus stopped the storm with just His words. Today we will learn a song that tells the story. I will sing two lines at a time, and you can copy me. Teach the song in this way, pausing to set up each stanza.

“Peace! Be Still!”

Jesus said, “Let’s cross the lake. (Point as if across the lake.)

Time to go.” (Tap wrist three times as if pointing to a watch.)

Jesus said, “Let’s cross the lake. (Point as if across the lake.)

Row, row, row.” (Pretend to row.)

Then He lay down in the boat, (Place both hands, palms together, beside face and close eyes.)

Counting sheep. (Count to three with index finger, middle finger, and ring finger.)

Then He lay down in the boat. (Place both hands, palms together, beside face and close eyes.)

Sleep, sleep, sleep. (Pretend to sleep.)

Refrain:

Wind and waves, (Clap.) Wind and waves, (Clap.)

Peace! Be still! (Softly, hold forefinger in front of lips.)

Jesus saves. (Clap.) Jesus saves. (Clap.)

Peace! Be still! (Softly, hold forefinger in front of lips.)

Ask, What happened next? (A storm blew in.)

Soon the wind grew big and strong. (Move arms out to show width, then flex biceps.)

Blow! Blow! Blow! (Blow loudly.)

And the waves got tall and long. (Move hands apart vertically and then horizontally to show height and width.)

I Will Not Be Afraid

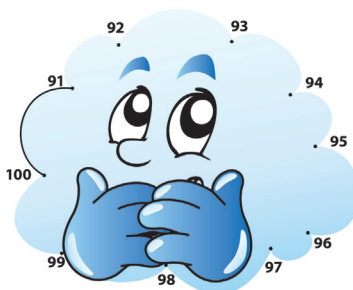


Make an arch between each dot. Add stickers to complete the phrases.

1. Jesus had been teaching, but when evening came, it was time to

stop

2. **Jesus** and His friends began to sail across the Sea of Galilee in a boat.
3. **Jesus** went to sleep in the back of the boat.
4. The wind began to blow. The disciples were afraid of the storm.
5. The disciples asked **Jesus** for help.
6. Jesus told the wind and the waves to **stop**.
7. The wind and the waves did **stop**.
8. I do not need to be afraid. **Jesus** is with me wherever I am.



Bible Words

The Lord is my helper; I will not fear.

Hebrews 13:6



10

Grow! Grow! Grow! (Place hand parallel to the floor and raise it with each "grow.")

Jesus' friends were so afraid. (Make a scared face.)

Shake! Shake! Shake! (Shake hands out in front of torso.)

They cried out—to Jesus prayed—(Fold hands in front of body.)

"Wake! Wake! Wake!" (Cup hands around mouth as if shouting, each time saying "Wake" even louder.)

Repeat refrain, then ask, **Did the disciples pray?** (Yes!) **They called to Jesus and asked for His help, just like we do when we pray to Him. This is what their prayer sounded like.** Continue teaching the song.

"Save us, Lord, we're going to drown." (Fold hands under chin.)

"Peace! Be still!" (Softly, hold index finger in front of lips.)

Jesus spoke; the storm died down. (Touch palms with opposite fingers to sign "Jesus"; Lower hands as if signaling to sit.)

"Peace! Be still!" (Softly, hold forefinger in front of lips.)

Jesus' friends were so amazed. (Open mouth wide and place hand on cheek.)

Peace! Be still! (Softly, hold index finger in front of lips.)

"Who can tell the wind and waves, (Shrug shoulders.)

"Peace! Be still!?" (Softly, hold index finger in front of lips.)

Sing the refrain twice at the end.

INTO our lives

Review the story and help children connect it to their lives by using the activity on Student Book page 10. The children will complete the sentences by placing the appropriate word stickers in the blanks. Complete this page as a whole group activity.

Distribute sticker sheets to students. Read the sentences aloud, and allow children time to find the correct sticker and put it in place. Say, **Most of the sentences on your page are missing words. Your sticker sheet has the missing words, but we need to decide the right places for these words. Let's look at the sticker sheet for a moment. What do you notice about the words? Are any of them the same? Yes, four of the words are a name you have seen many times. It starts with J. Who can read it for me?** (Jesus) **Right! J-e-s-u-s spells Jesus! Who can read that word for us?** (Stop) **Right again. S-t-o-p spells stop. Let's read the sentences now and decide which words make the most sense in each sentence. We will complete the sentence with the sticker-word that best fits.**

1. Jesus had been teaching, but when evening came, it was time to (stop).
2. (Jesus) and His friends began to sail across the Sea of Galilee in a boat.
3. (Jesus) went to sleep in the *stern*, or back, of the boat.
4. The wind began to blow. The disciples were afraid of the storm.
5. The disciples asked (Jesus) for help.
6. Jesus told the wind and the waves to (stop).
7. The wind and the waves did (stop).

Let's say our Bible Words one more time. "The Lord is my helper; I will not fear" (Hebrews 13:6). We can **stop** being afraid. Add the last sticker. Say, **Finish the dot to dot pictures on the page by making an arch between each dot. We know that Jesus is God. He created the universe and is in control of nature. God talks to things in nature and they listen. If plants and trees, the sun and the moon, or anything God created could talk to us, I wonder what they'd say.** Sing, "God's a Father Kind and True" (LOSP, p. 30). Point to the clouds. Add the following two stanzas before you sing stanzas 4 and 5:

Ev'ry cloud that's packed with rain,

Blows a breeze that says so plain,

Ev'ry wave that splashes high

Seems to tell me with a cry,

Pray: **Dear Jesus, my helper, / thank You that I never have to be afraid / because You take care of everything, including salvation. / Amen.**

Story 19

Jesus Calms the Storm

MARK 4:35–41

Central Truth



While on a boat in the Sea of Galilee, Jesus told the wind and the waves to be calm.



Jesus protects His people and helps us trust Him.

Objectives

- Recognize times when we are afraid and doubt or forget that God will save us.
- Confidently trust in God to bring peace and comfort when we are facing troubles, even death.
- Give our fears to God in prayer.

Letter of the Week: S

Day 3 Materials

- The Basics
- Reproducible 19b or the premade colored set from the One in Christ Portal, 1 per student
- *Optional:* Web Resource 19a and cardstock
- Red construction paper sheet and 1 wooden craft stick
- 2 plastic tablecloths, 1 blue and 1 brown (or another different color)

Day 3

INTO the Lesson

Before class, photocopy Reproducible 19b for each child. If desired, have the children color a little bit of each scene and cut the scenes apart, or wait to pass it out. Or, use the premade colored set from the Portal.

Say, **I love this true story from God’s Word because it reminds me that Jesus was a man—a man who got tired enough to fall asleep in a boat—but it also reminds me that Jesus is God—the Creator of everything, powerful enough for the weather to obey Him! When we are afraid, sometimes we forget that Jesus understands how we feel and that He’s felt that way before too. Sometimes we forget that Jesus is true God and is powerful enough to save us from anything that troubles us.**

Today, it is your turn to remember how Jesus protects His people and to tell that good news to a friend. Pass out Reproducible 19b to each child; explain that they will cut out the cards and retell the Bible story to a partner, one picture at a time. Pair the children, and have each child spread his or her cards in front of them.

Say, **Using your picture cards, turn to your partner and take turns telling the story of how Jesus stilled the storm.** Allow several minutes for the children to share the story with each other. Monitor to see that the conversation stays on topic, but allow them freedom to use their own style.

INTO the Word

Before class, create a stop sign using red construction or cardstock paper or by printing Web Resource 19a onto cardstock. Cut it out, and attach it to a craft stick.

Prepare your worship area ahead of time to represent a boat and water. You may wish to use a blue plastic disposable tablecloth for the water and a large boat-shape cut from a different colored tablecloth. Another option is to create the boat shape and waves directly on your classroom floor with masking tape. The boat shape should be in the center of the water. Have some children sit in the boat and others in the water.

Speak to the children in the water. Ask, **What do you think the disciples heard when the storm began? If you are sitting in the water, make the noise the disciples heard** (wind howling and whistling, thunder clapping, etc.). After a moment, hold up your stop sign and say, **Stop!**

Speak to the children in the water. Ask, **How do you think the rain and waves looked? Make your hands look like the water coming at the boat from every direction** (rain falling down, waves splashing all around, etc.). After a moment, hold up your stop sign and say, **Stop!**

Speak to the children in the boat. **Imagine you are in that boat. How is the boat moving? If you are sitting in the boat, show how the boat moved in the waves** (rocking back and forth, crashing into waves, etc.). After a moment, hold up your stop sign and say, **Stop!**

Speak to the children in the boat. **Pretend you are the disciples. How do you feel? Show with your face how the disciples felt. Do you remember what they said to Jesus?** (“Teacher, don’t You care that we are drowning?”) After a moment, hold up your stop sign and say, **Stop!**

Jesus Stops the Storm



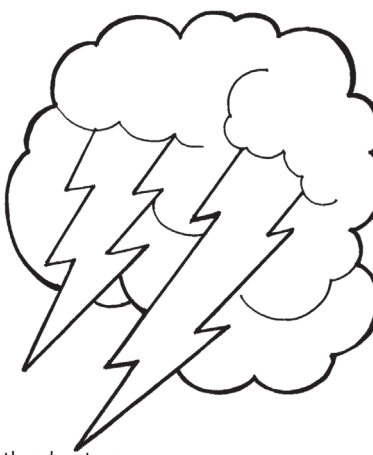
Jesus



fishing boat



wind and wave



thunderstorm

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Say, **This story reminds me that Jesus cares for me. When I pray and ask for Jesus' help—He answers. He is always with us to protect and comfort us. He loved us enough to forgive our sins so that we would never have to be afraid of the punishment we deserve. On the back of the thunderstorm picture (from Reproducible 19b), draw something that makes you feel afraid.**

After students have had time to complete their scene, have them meet with their partner again. Say, **This time, tell your partner about what you drew.** After a few minutes, signal a transition with the following prayer, which can be sung to the tune of "O God, Our Help in Ages Past":

O Mighty God, who loves us so,
To You we come today.
O Savior, hear and help us now
As we our prayers shall say.

Say, **Pray to Jesus together, asking Him to calm your fears the way He calmed the storm.** Monitor that prayers are being said. Help any students who may be uncomfortable praying extemporaneously or with a classmate.

Now speak to all of the children. Say, **Let's do all our parts at once. Can you in the water show how the wind sounded and how the waves and rain looked while, at the same time, everyone in the boat shows how the boat moved and how the disciples felt?** Allow children to demonstrate for several seconds. Then hold up your stop sign and say, **Stop!**

Jesus didn't say "Stop," did He? What did Jesus say? Say it softly with me. "Peace! Be still!"

Speaking softly and calmly, say to the children, **Take a deep breath and count to five; then, let it out very slowly. Let all the breath out. Close your eyes, breathe in and out slowly, and be very . . . very . . . still.** After several seconds of calm, invite the children to open their eyes. Say, **Those of you in the water: stay frozen. Don't move. Those of you in the boat, show me on your faces how you think the disciples would have reacted (astonished, amazed, relieved, etc.).**

Story 19

Jesus Calms the Storm

MARK 4:35–41

Central Truth



While on a boat in the Sea of Galilee, Jesus told the wind and the waves to be calm.



Jesus protects His people and helps us trust Him.

Objectives

- Recognize times when we are afraid and doubt or forget that God will save us.
- Confidently trust in God to bring peace and comfort when we are facing troubles, even death.
- Give our fears to God in prayer.

Letter of the Week: S

Day 4 Materials

- The Basics
- Student Book 5

Day 4

INTO the Lesson

Say, Today, we are going to play a riddle game. I will give a riddle clue, and you will answer with a person or thing from our Bible story. Ready?

- I am a Teacher who taught while sitting in a boat so everyone could see and hear Me. Who am I? (Jesus)
- Jesus told us to cross the lake. Who are we? (Disciples)
- We blew hard and splashed into the boat. What are we? (Wind and waves)
- I was asleep in the stern of the boat. Who am I? (Jesus)
- We became frightened. Who are we? (Disciples)
- We prayed to Jesus for help. Who are we? (Disciples)
- I made the wind and the waves be still. Who am I? (Jesus)
- We obeyed Jesus. What are we? (Wind and waves)
- Jesus cares for us and protects us. Who are we? (Us! All people!)
- We can pray to Jesus for help like the disciples did. Who are we? (Us! All people!)

INTO the Word

Say, Jesus' disciples were fishermen. They spent a lot of time in a boat on the Sea of Galilee. For them, a windy storm was a very real thing to be afraid of. You and I do not often have to deal with water filling up our boat, but we do have things that frighten us. Even though I know God is with me, I sometimes feel frightened when I hear a tornado siren. What are some things that frighten you? Allow children to share some fears. Perhaps they want to share what they drew yesterday.

When the disciples were afraid, they called out to Jesus. When we are afraid, we can call out to Him too. We can ask Him to take away our fears and give us His peace. The Bible says, "The Lord is my helper; I will not fear" (Hebrews 13:6). I love knowing that God loves me enough to take away my fears. To help us remember this, we are going to make a little book. Turn to page 11 in your Student Book.

- Cut the page from the book.
- Turn the page so that page numbers 6 and 3 are at the bottom.
- Fold on the bold black line so that pages 8 and 1 come down on top of pages 6 and 3.
- Flip the pages over so that you see pages 4 and 5. Cut on the bold black line across the top of pages 4 and 5.
- Fold the pages on the dotted red line so that page 1 is on top.
- Staple the left edge of the book to complete your very own book.



INTO our lives

Ask, **The next time you are afraid, what can you remember?** (Jesus promises to help us. We do not need to be afraid.) **Jesus brings us peace and comfort when we are facing troubles, even death. Jesus is not only more powerful than the weather, but He's also more powerful than sin, death, and the devil.**

Ask, **When a sister, brother, cousin, neighbor, or friend is frightened, what can you tell them?** (Jesus promises to help us. We do not need to be afraid.)

Ask, **If you are having trouble trusting Jesus to help you, what can you do?** (Ask Him to help you trust.) Write the words *trust*, *pray*, *tell*, and *thank You* on the board. Read them through with the class, and explain that you would like them to pray a responsive prayer with you. You will say something, and they will then respond with "Remind me to . . ." followed by whatever word on the board you point to.

Say, **Please pray this responsive prayer with me.**

Teacher: Dear Lord, when I am afraid,

Students: Remind me to *trust*.

Teacher: When I don't trust You,

Students: Remind me to *pray*.

Teacher: When someone else is scared,

Students: Remind me to *tell*.

Teacher: When I feel your peace,

Students: Remind me to *thank You*. Amen.

Close by singing "God Is with Us" (*LLV*, p. 38). Change the last phrase of each stanza to "Love the Lord, trust in Him, and rejoice."

7. Print your name on the cover where it says "By."

Now, let's read the book together.

Page 1—When I Am Afraid, By _____.

Page 2—When I feel all alone . . .

Page 3—"The Lord is my helper; I will not fear."

Page 4—When a storm gets scary . . .

Page 5—"The Lord is my helper; I will not fear."

Page 6—When I am in a new place where I don't know anyone yet . . .

Page 7—"The Lord is my helper; I will not fear."

Page 8—Thank You, Jesus, for being my helper every day! Amen.

Lesson Support



Searching Further

There are some very creative depictions of Jesus stilling the storm online. From Lego animations to computer paint program presentations, these video presentations can be used to inspire art or literacy projects. See Web Resource 19d for ideas. Students can decide what type of digital story project they are interested in doing and work in groups to complete the project of their choice, with the goal of each project being to share the Bible story with others. Students can gain experience developing scenes of the Bible story using the material of their choice (Lego building blocks, crayon or paint pictures, pencil sketches, play dough, digital art, tableau drama, etc.), digitally recording/capturing that image, and then pulling the storyboard together into a cohesive story line. You may even teach the children how to add sound effects or background music to the digital story. Once the digital pictures are uploaded to the program, even kindergartners can learn to drag them into sequence. (K.4.3.2)



Bible Background

Matthew, Mark, and Luke all record the story of Jesus stilling the storm. While these accounts are remarkably similar, Mark's telling is particularly appropriate for kindergartners. Whereas in Matthew the disciples cry out "Lord," and in Luke, they say "Master," Mark uses the familiar title "Teacher." In the last lesson, your class learned how the Teacher called His followers. In this lesson, we see 1 of the lessons they (and we) can learn from their Teacher. For Matthew, the importance of this miracle lies in Jesus' demonstration of authority. For Luke, the issue is Jesus' identity. But Mark paints a picture and helps the reader to place himself or herself at the dangerous scene.

In Mark, we read that it is evening and that other boats accompany the boat Jesus is in. Mark alone tells us that Jesus "leaves the crowd" and that the disciples took Him "just as He was" (already in the boat). Mark helps us to see Jesus in the stern, asleep "on the cushion," a low bench or railing on the ship.

Mark 4:37 states, "a great windstorm arose." Given the geography of the area, including the hills that surround the lake and Mount Hermon to the north, conditions can be perfect for sudden, violent storms.

Finally, although all 3 authors record Jesus rebuking the wind and the waves, only Mark gives us His words "Peace! Be still!" Can you hear the echo of Psalm 46:10 "Be still, and know that I am God"?

The stilling of the storm is a wonderful occasion for introducing Jesus as both man (He sleeps!) and God (The elements obey Him!). Mark's recounting is also perfect for young children because of its appeal to the senses with its descriptive language.



Using Technology

To give students a feel for what a storm at sea might be like, show a short video segment using Web Resource 19b. To make it extra fun and to enhance the sensory experience, have a dish of water in an inconspicuous spot nearby and, toward the end of the clip, flick a little water at the children's faces!

For additional Letter of the Week activities, use the Web link found at Web Resource 19c.

Create an interactive whiteboard activity to practice letter *S* words. Write the following words on the screen: *storm, sea, sun, stern, stop, sleep, Savior, and scared*. Place 8 boats on the screen, on top of the words, to cover them up. Allow the students to slide away 1 of the boats to reveal a word. Have the student read it and use it in a general sentence or in telling a portion of the Bible story. This might also be an independent or partner activity to use during Welcome Time or Center Time. (K.2.3.9)



Faith in Action

Once your kindergartners are well acquainted with the Bible story, visit a preschool class and share the story with them. Individual kindergartners might use their story cards from Reproducible 19b to help them tell the story.

Another option for sharing the story with younger students would be to sing the song from Day 2 (Reproducible 19a) for them.

A third method for sharing might be to have your kindergarten students tell the story in their own way on paper and read the story to a preschool friend. Depending on the abilities of your students, they may tell the story with words, pictures, or both. Kindergartners should practice reading their story before going to read to the preschoolers. (K.2.2.2)



Check It Out

Additional CPH resources to study the story Jesus Stills the Storm:

Blow! by Claudia Courtney, part of the *Phonetic Bible Stories* series by CPH, is an easy reader version of the Bible story. Students might be given the opportunity to read this book to a small group of classmates or to partner-read it with a friend.

Bible Wheels to Make and Enjoy by Carmen Sorvillo offers reproducible interactive learning projects for 30 different Bible stories, including this week's story. (K.2.3.11)



Thank You for Wind

(Circle Time) Lead a brief discussion with your students about wind. **Can wind be seen?** (No, but we can see the things that it moves.) **Can you think of a time when wind is helpful?** (E.g., produces energy, cools) Listen and encourage all thoughtful suggestions. **Can you think of a time when wind is harmful?** (E.g., tornadoes, thunderstorms) Encourage thoughtful answers. **Who made the wind?** (God) **Let's pray this responsive prayer about the wind. After my phrase, respond with, "Thank You, Jesus, for making the wind."**

Teacher: When I am hot and sweaty,

Students: Thank You, Jesus, for making the wind.

Teacher: When I want to fly my kite,

Students: Thank You, Jesus, for making the wind.

Teacher: When seeds need to be scattered,

Students: Thank You, Jesus, for making the wind.

Teacher: When someone wants to sail a boat,

Students: Thank You, Jesus, for making the wind.

Teacher: When the wind gets strong and scary,

All: Thank You, Jesus, that *You* made the wind, that it obeys You, and that You love me. Amen. (K.2.2.1)

Song Suggestions



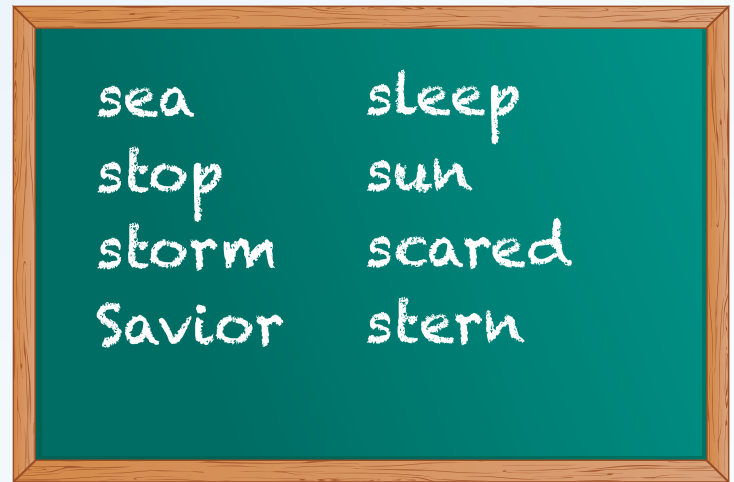
(Worship) • "Be Still" (*LLV*, p. 48)

• "God's Care" (*LOSP*, p. 24)

Instead of singing "God takes care of me," you may want to sing "Jesus is with me." Brainstorm with the class to create new stanzas that describe when Jesus is with us, such as "when I go riding my bike outside," "when I go hiking along a trail," or "when I go up in a big airplane."

• "God Is Near" (*LOSP*, p. 26)

Have the class sit in a circle. On beat 1, students will clap out to their sides, clapping the palms of the person next to them. On beat 3, students will pat their thighs. Repeat throughout the song. When the class has mastered this, challenge them to raise their hands up above their head (to heaven) on the first beat (instead of clapping their neighbor's hands) whenever you sing the word *God*. (K.4.4.3)



S Story

(Writing) Write the following words on the board, or to make it easier, give each child a photocopy of the list: *sea, stop, storm, Savior, sleep, sun, scared, stern*. Students can tell the Bible story as they have learned it, using as many of the letter *S* words as they are able. Some students will tell the story in words, while others might draw a picture and use some of the words to label. This activity will work best toward the end of the week, after the children have had a chance to work with the words at least 1 or 2 times. This activity can be a separate writing page or can be used as part of a religion journal. (K.2.3.9)

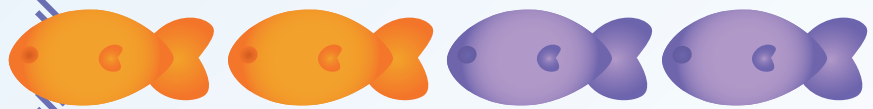
Wonderful Water

(Circle Time) With your students' input, make a list of uses for water (e.g., washing, drinking, swimming, watering plants, cooking, and so on). Be sure to talk about Baptism as the *most* special use. Sit in a circle, and pass around a small seashell from person to person. As each child holds the shell, he or she can thank God for a particular use for water. They may repeat what others say. Finish the prayer by thanking God for creating water for our use so that we can live, for the special gift of Baptism so that we can live forever, and that even the water must obey Jesus because He is God. (K.2.2.1)



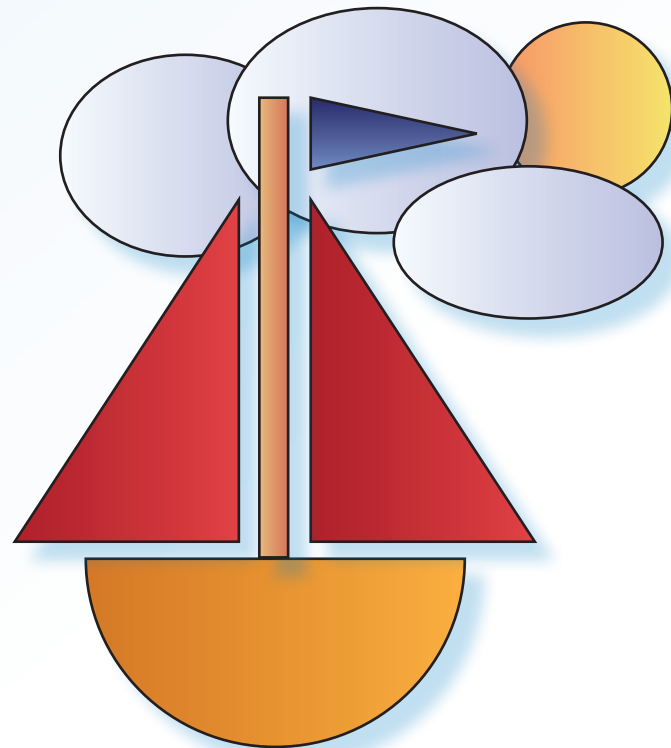
Capturing Crests

(Math) Measure the height of waves. Cut out various sizes of waves using large and small sheets of blue construction paper to set out on a table. Or cut some waves out of butcher block paper and set them on the floor. Show children how to use a ruler for the small waves or a yardstick for the larger waves, or use a nonstandard measurement such as Unifix cubes for the small waves or books of the same size for the large waves. Measure from the bottom edge (in the middle) to the top (crest). To evaluate, label each wave with a number and show students how to record their findings on a numbered sheet of paper. (K.1.2.1)



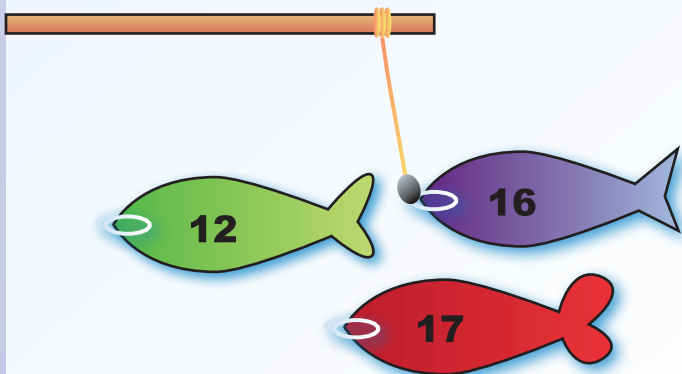
Fish Patterns

(Math) Provide multicolored plastic fish manipulatives or multicolored fish-shaped crackers. Pair up students, and give each pair a cup of 10–15 fish. Challenge each pair to create an AB pattern, an ABB pattern, an AABB pattern, and so on. Once you observe a pair is working together well, challenge the partners to take turns creating patterns for each other to identify and complete. (K.1.5.2)



Sailboat Shapes

(Math) Provide each student with at least 1 semicircle, which can be used for the boat base; 2 right triangles, which can be used for the sails; 1 long, thin rectangle, which can be used for the mast; 1 small acute triangle, which can be used for the flag/pennant at the top of the mast; and circles and ovals of various sizes, which can be overlapped to create clouds or can be used separately as the sun. Discuss the different shapes; give students time to arrange them into a sailboat scene and glue the pieces onto another sheet of paper. (K.1.4.1)



Number Recognition

(Math) Cut out an assortment of paper fish shapes, and label with numerals according to the ability of specific groups in your class. (Some may be identifying teens, others may be working on recognizing 50s or 100s.) Place the fish in a “lake” (e.g., a large blue bath towel or a laminated piece of blue butcher block paper). Attach paper clips to the fish shapes. Prepare a fishing rod by securing a magnet to a string, which is tied to a dowel. Allow children to take turns “fishing” and reading the numeral on their fish. Extend the lesson by having the children place all the number fish in numerical order. (K.1.1.3)

States of Water

(Science) Since this Bible story is taught during winter, for many climates, this is a prime time to do a study on water in its various states. Create a book documenting experiments with water as liquid, vapor, snow, and ice.

Cover: My Book about Snow, Water, and Ice

Page 1: We put $\frac{1}{8}$ cup water in the freezer. This is what happened. _____ (It became ice.)

We put $\frac{1}{8}$ cup water on the table. This is what happened. _____ (Nothing)

We boiled $\frac{1}{8}$ cup water in a pot. This is what happened. _____ (It turned to steam and disappeared.)

Introduce the terms *solid*, *liquid*, and *gas*. **Which state was the water in when Jesus calmed it?** (Liquid)

Page 2: I picked up a little bit of snow in my bare hands. It felt _____. (Various answers) When I squeezed it in my hand and counted to 10, it turned into _____. (Water)

We made 2 snowballs. We left 1 outside and we brought 1 inside. This is what happened. _____. (The outside snowball stayed; the other inside melted.)

We filled 2 jars halfway with snow. We added salt to 1 of the jars and stirred them both. This is what we saw. _____. (Snow with salt should melt more quickly.)

Page 3: We put an ice cube in a cup of cold water. We laid a piece of wet thread on the ice cube, and sprinkled salt on it. We counted to 60, and then lifted the thread. This is what happened. _____. (The salt will have caused the surface of the ice to melt and refreeze, capturing the thread. Lifting the thread will lift the ice cube.)

We each had a cup with ice in it. I put mine _____. (In the sun, near the heater vent, in the refrigerator, outside, etc.) This is what happened. _____

We had 4 ice cubes. We wrapped 1 in plastic wrap, 1 in aluminum foil, 1 in newspaper, and 1 in nothing. After an hour, we came back; this is what we saw. _____. (Record which ice cube was most melted and which was least melted.)

Say, **God created an amazing thing when He created water! Because Jesus is God, He was able to make the water obey Him.** (K.1.9.5)

Water Tasting

(Science) You will need 3 kinds of water (e.g., tap water, bottled spring water, mineral water, flavored water, sparkling water). Set up a blind taste test to minimize bias. Children should not see which bottle each water sample is poured from. Allow each child to vote for his or her favorite type of water. Tally the votes and see which kind of water is the class favorite! (K.1.9.1)



Float or Sink?

(Sensory) For this activity, you will need a water table or large plastic tub filled with water as well as an assortment of objects with which to experiment (e.g., a toy boat, shallow container, bottle cap, rock, penny, wooden toy). Have students record their predictions before they begin to actually try out each object. Have the students float the object and then slowly add water to it until it sinks. Say, **The disciples were fishermen, and they knew their boat would float, but the Bible tells us that “the boat was already filling.” What could happen if too much water got into the boat?** Some literature tie-ins for this include the story *Who Sank the Boat?* by Pamela Allen and easy readers books *Will It Float or Sink?* by Melissa Stewart and *Float and Sink* by Robin Nelson. The latter actually gives an explanation of why heavy ships float. (K.1.8.2)

Wind and Water

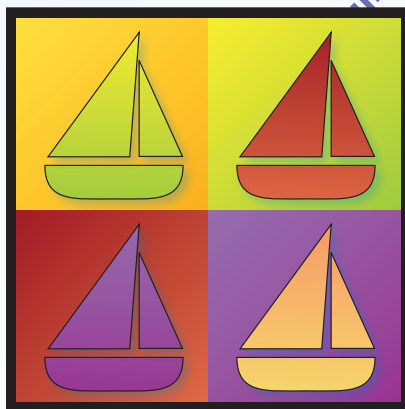
(Sensory) Fill your sensory table with water. Provide 1 or more small, battery-operated personal fans. Allow students to enjoy the water with their hands for several moments. When finished, have them hold their wet hands in front of the fans before drying them. Ask, **How does that feel?** Students might also enjoy wetting, wringing out, and drying small pieces of thin cloth or paper towels. Discuss why the fan causes things to dry more quickly. Introduce the term *evaporation*. (K.1.9.5)

Can't Resist!

(Art) Have students use a brown crayon to draw a simple wooden fishing boat in the middle of their papers. You may want to show the class pictures of a typical boat used on the Sea of Galilee. Encourage them to make the boat fill up a good portion of the middle of the paper. Then have them use other crayons to add some frightened disciples in the boat. Although all 12 disciples were in the boat, they may not all fit in the picture. Finally, students will wash over the crayon with watercolors. Talk about what color the sky would have been (black, gray, maybe even greenish) and what color the lake would have been (blue, green, dark blue, maybe even hints of purple). Encourage students to experiment with how much water they use with the paints. For a deeper color, students can moisten the color with water, wait for several seconds, and then use the paint. To create interesting textures to represent waves in the water or clouds in the sky, let the students experiment with using plastic wrap over their just-painted area. The children can either crumple up the plastic wrap and dab or lay it down flat over the area and pull back. (K.4.1.2)

Four Sailboats

(Art) Do an artist study on Andy Warhol, and imitate his use of repetition. Examples of his repetitious works include "Four Monkeys," "100 Cans," and "Mickey Mouse." Share background information with the class, which can be found online. Search the key words "Andy Warhol" and "Artsmarts4kids."



Show the students how to fold 2 pieces of 9 × 9-inch pieces of watercolor or other white paper in half both ways to form 4 quarters.

On the first piece, students should paint each quarter a different color, painting right up to the edges of the paper and the fold lines. The second piece of paper should be painted to match the first. Allow the paint to dry, and then number the quarters on the back, 1 through 4. Label the second sheet the same as the first.

Step 2 is for students to draw a simple boat shape (e.g., a sailboat) on tagboard or other heavy paper and cut it out to use as a pattern. Students will then trace the boat onto each quarter of 1 of the papers and cut out those 4 boats.

Step 3 is to glue a boat onto the center of each painted box (folded quarter) on the remaining paper. Glue the boat 2 onto square 1; color boat 3 onto square 2; color boat 4 onto square 3, and color boat 1 onto square 4.

Glue the entire piece onto a 10 × 10-inch square of black construction paper. (K.4.1.2)

Crystal Collage

(Art) Soak rock salt in alcohol and food coloring to produce blue, green, brown, and yellow salt crystals. Let children glue the crystals onto a heavy piece of paper to create a mosaic waterscape. They could use blue and green for the ocean and brown and yellow for the beach. (K.4.1.2)

Snow Cones

(Snack) Use water in a frozen state to make a tasty treat. Have students involved in crushing the ice themselves by using a snow-cone maker, an ice grinder/crusher/shaver with a hand crank, or a blender. If none of these are available and if the children can work with a parent helper in a place that won't cause noise disturbance for another class, simply double bag several handfuls of ice in gallon-size storage bags, wrap the bag once in a towel, and give students time to bang away (or roll around), using a wooden meat mallet, rolling pin, or other appropriate kitchen utensil. Caution appropriate use.

Pour the crushed ice into a small paper cup, and let the children squeeze in colored flavoring (strawberry ice cream syrup, homemade or commercial snow cone syrup, etc.). To make your own flavored syrup, simply mix 4 ounces of sweetened (not sugar-free) flavored drink mix powder into $\frac{3}{4}$ cup hot water. Cool in the refrigerator before drizzling over the crushed ice. This will only make enough syrup for 2 students, so adjust the recipe accordingly to meet the needs of your entire classroom. Be sure you have plenty of ice cubes on hand. To help children remember at what temperature water freezes, have them label their cup "32° F" (and perhaps also "0° C") before filling it. (K.3.1.11)



Wind and Waves

(Social game) You will need 1 beach ball (or lightweight ball) for every 4 children in the class. Divide the class into 2 teams. One team is Wind; the other is Waves. Working in pairs with a ball, the Waves try to move their ball onto the “beach” (a line marked on the playground or gym floor). As the balls cross the line, the Wind, also working in pairs, moves the ball back out to into the “sea” and across a line on the opposite side of the playground or gym. The balls continually move back and forth until time is up, so there are no winners or losers. (K.3.2.1)

“Water” Fight

(Social game) If you live in a warm climate and the daily high still reaches at least into the upper 50s or lower 60s, you might consider playing specialized dodgeball games outdoors. Divide your class into 2 teams, and mark a center line. On each side, provide either a large bucket filled with warm water and thick sponges or a large bucket filled with sock “snow” balls. Make the “snow” balls by filling men’s white ankle-length socks with $\frac{1}{2}$ cup of flour. Securely tie the top closed by gathering 2 ends and crossing them over to form a knot. Gently shake the sock to distribute the flour around the fabric. Before playing, have the children wear smocks.

At your signal, students try to hit the opposing team with a warm sponge or “snow” ball, chest-height or lower. If a child is hit, he or she is out. Water or flour spots on clothing will be an easy indicator that a child has been hit. Play until only a few players remain. You may want to make the rule that if a sponge or snowball is caught, the player who threw it is out. Remind the children that if they throw dangerously (at the head or too hard when in close proximity), they will be out. Another variation, to keep every child active, is to move a child to the opposing team if he or she is hit (instead of taking them out of the game). (K.3.4.2.3)



Ships and Sailors

(Social game) Play a “sea-worthy” form of tag. Depending on the size of your class, designate 1 or 2 children as “it,” although they can only tag other children when you call out **Pirates!** If a child is tagged, he or she also becomes “it” and joins the band of pirates.

Pretend the playing area is the deck of a ship. You are the captain, who randomly calls out commands to your crew. Switch commands often, forcing the crew to listen carefully and react quickly. To keep all children involved, even those who are “it” will follow the commands. To keep students running back and forth, use the first 2 commands most often and pepper it with the others.

Bow: Students run to the front of the “ship.”

Stern: Students run to the back of the “ship.”

Whale: Students stop where they are, lie on their backs, tuck their knees to their chest, and pretend to spout water out of their mouths.

Flamingo: Students stop where they are and stand on 1 foot. Challenge them to spread their wings (arms) too!

Jellyfish attack: Students stop where they are, lie on their backs, and flail their arms and legs in the air.

Seasick: Students stop where they are and pretend to be dizzy.

Attention: Students stop where they are, salute you, and yell, “Aye, aye, Captain!” (K.3.4.2.2)

Story 31

Thomas Sees Jesus

JOHN 20:24–29

Central Truth



Thomas didn't believe Jesus was alive until he saw Jesus with his own eyes and heard Jesus' words.



Through faith, we see Jesus in God's Word and believe that He is the living God.

Objectives

- Admit that sometimes we don't believe things unless we see them.
- Trust that Jesus truly has risen from the dead and gives us life too.
- Begin to understand that we see Jesus in God's Word and Sacraments.

Letter of the Week: E

Day 1 Materials

- The Basics
- Jack puppet, a pretend 20 dollar bill
- Student Book 8

Day 1

INTO the Lesson

“Seeing is believing!” is a common expression. Our minds respond well to concrete tangible experiences regardless of our age. Let Jack the puppet with a pretend twenty-dollar bill in his satchel introduce the story of Thomas. Adjust the dollar amount as needed.

Teacher: Hey, Jack! Glad you could join us.

Jack: Me too. Hi, everyone.

Teacher: (*Sadly*) I'm sorry I couldn't come to your birthday party, Jack. I had to be out of town.

Jack: Yeah, sorry you couldn't come. I got a lot of cool presents!

Teacher: Yeah, Sammy told me you got twenty dollars from your uncle!

Jack: Yup! Twenty dollars!

Teacher: I don't believe it! That's a lot of money for someone in kindergarten!

Jack: But it's true; it's a brand-new twenty dollar bill! Do you need to see it to believe me?

Teacher: Maybe I do. You know your words “seeing and believing” remind me of today's Bible story.

Jack: First, you can look in my satchel for money, and then, I'll listen to the Bible story. Okay?

Teacher: (*Searches backpack*) Here it is. You were right. (*Puts away money*) I see and I believe just like someone in our story. You can sit right over here and listen.

Set Jack aside and continue.

INTO the Word

Ask, **Do you ever find it hard to believe something really happened?** Allow discussion. **In our Bible story today, a disciple named Thomas finds it hard to believe something really happened.**

Read the story from Student Book 8, page 9. The children will need their crayons.

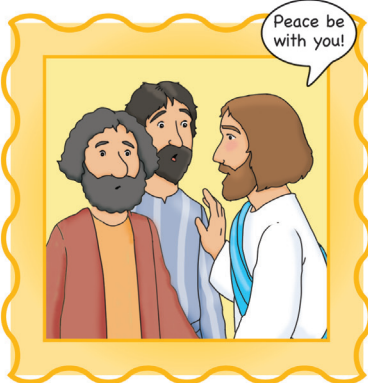
Say, **Let's listen to the story to find out what made Jesus' friends sad and what made them happy. Touch the first picture.**

Pause where you see the numerals to engage the children.

- 1. Look at the picture at the top of the page. Touch the words of Jesus and say them with me: “Peace be with you!”**
- 2. Touch Jesus' friends, the disciples. They are happy now and no longer afraid.**
- 3. But Thomas had more sad days because he hadn't seen Jesus. Use your crayon to make a sad face in each day of the week: Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Say the days of the week with the students as a countdown to the next Sunday. Put your crayons down and listen.**

Thomas Sees Jesus

John 20:24-29



It was Easter night. Jesus' friends were scared and sad because He had died on the cross. They had heard He was alive again, but most of them had not seen Him alive yet. They were together in a room with the door locked. Jesus' disciple Thomas was not with them. Suddenly, Jesus came and stood beside them. He said, "Peace be with you!" Jesus did not want His disciples to be afraid anymore. After the visit, Jesus left them.

When Thomas came back, the disciples said, "We have seen the Lord." Thomas was very sad. He said,

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

3 "I will not believe until I touch His hands and His side."

The next Sunday, Jesus came to visit His friends again. Jesus said, "Peace be with you!" He looked at Thomas and said, "Touch Me and see!" Jesus wanted Thomas to know that He was really alive.

Then Thomas was happy. He shouted, "My Lord and my God!"

5 Jesus said, "Happy are those who have not seen and yet have believed!"



9

INTO our lives

Say, **We easily believe what we can see, touch, and prove. The story of Thomas teaches us to trust God through the gift of faith.**

On the board, draw a sad face and a happy face. Point to the sad face. Ask, **When was Thomas sad?** (When he did not believe that Jesus had risen from the dead) Point to the happy face. **When was Thomas happy?** (When he heard Jesus' voice and saw that He was alive)

Point to the picture that shows how we feel when we don't believe Jesus' words. Children point to the sad face. **Point to the picture that shows how we can feel when we trust that Jesus has risen from the dead and gives us life too.** Children point to the happy face. Say, **Jesus' words, "Happy are those who have not seen and yet have believed!" are meant for us too. Jesus wants us to believe He is alive and have His peace every day. This good news is in His Word.**

Close today's session by singing "Do You Know Who Died for Me" (*LOSP*, p. 93). Say, **I think Thomas would have loved to sing this song on his happy day when he found out that Jesus was really alive. Jesus wants us to believe that He is alive and to have His peace every day. This good news is in His Word.** Use actions to go with each stanza.

- 1.** Cross your arms across your chest touching your shoulders with your hands.
- 2.** Raise both arms straight up.
- 3.** Show the inside of your palms as Jesus might have shown them to Thomas.
- 4.** Hug yourself around the middle.

4. Now, look at the picture of Thomas and Jesus. Read with me what Jesus said: "Peace be with you!" Thomas wanted to touch Jesus' wounds (sores from the nails) to make sure it was really His Savior and Friend, Jesus, who was now alive.

5. Jesus said, "Happy, or blessed, are those who have not seen and yet have believed!" He wanted all of us to know by faith that He is really alive! Draw your own happy face on this page, and say these words with me: "Happy are those who have not seen and yet have believed!"

Ask the students, **What is the difference between Thomas' sad day and Thomas' glad day?** (Thomas was sad because he missed seeing Jesus alive. Thomas was glad when he could see Jesus and be sure He was really alive!) If time permits, invite the students to retell the story in their own words using the pictures on this page.

Story 31

Thomas Sees Jesus

JOHN 20:24–29

Central Truth



Thomas didn't believe Jesus was alive until he saw Jesus with his own eyes and heard Jesus' words.



Through faith, we see Jesus in God's Word and believe that He is the living God.

Objectives

- Admit that sometimes we don't believe things unless we see them.
- Trust that Jesus truly has risen from the dead and gives us life too.
- Begin to understand that we see Jesus in God's Word and Sacraments.

Letter of the Week: E

Day 2 Materials

- The Basics
- Fabric strips, large white towel, or other props for a drama
- Student Book 8
- Word Wall Word: *live*

Day 2

INTO the Lesson

Introduce the lesson today with this story about a visit from grandparents. Say, **Raise your hand if you have a grandparent who lives far away.** Allow the children to share their stories. Then, continue.

Salina did. Salina's grandparents lived hundreds of miles from her house. She hardly ever saw them. One day, when Salina's mother picked her up from school, she said, "Guess what, Salina. Today, Grandpa and Grandma are at our house!"

Salina looked at her and said, "No way! I don't believe you!" Mom insisted, "It's really true!"

Salina knew that they lived far, far away. Maybe her mom was teasing her. "I don't believe you, Mom," she said. "I won't believe you until I can see them and give them a big hug!"

When Salina got to the door, she knew the surprise was true. She felt her grandparents' arms around her. She could touch them and hug them. She was so happy. She just kept smiling!

Remember Jesus' disciple Thomas? He was sad and doubtful for a while, and then, he became glad. What made him sad? (Not seeing Jesus alive) What made him glad? (Seeing Jesus alive)

INTO the Word

Retell the story using drama. Prepare by providing each student a disciple headband about twenty-four inches long and two inches wide (using crepe paper streamers, ribbon, or strips of fabric) to simulate a simple biblical headdress. Help students tie the headband so it fits across the forehead and the ends drape down at the side. Decide who will be Thomas and where Thomas will stay during the first scene. Designate one student to play the role of Jesus. Provide round red stickers to simulate the wounds on His hands. You may want to provide a large white towel as a garment for Jesus to wear. Decide where to locate the story action.

Plan to do the drama twice. The first time will be a review of the story, and the second time will include more spontaneous student participation. Encourage the student portraying Jesus to speak His words, repeating them after you.

Say, It was Easter Sunday night. The disciples were worried and scared after Jesus died, so they were huddled together in one room to try to stay safe. (Disciples crowd together with arms around one another.) They even locked the door. Thomas was not there.

Suddenly, Jesus appeared. (Jesus enters and speaks.) He said, "Peace be with you!"

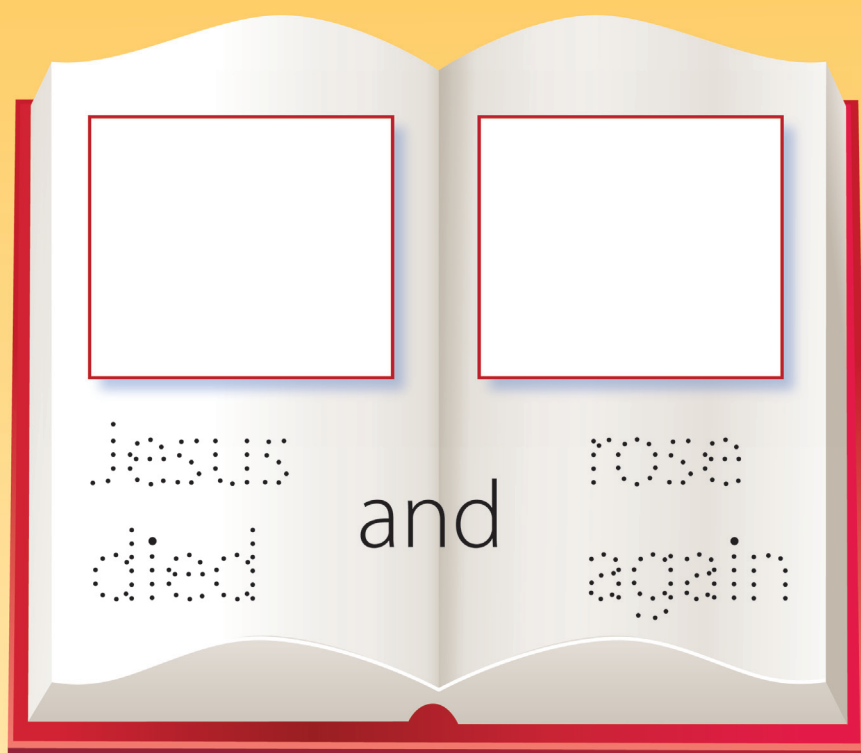
The disciples saw His wounds. (Jesus shows the Disciples His wounds.) Jesus ate with them. He talked with them. Then He left. (Jesus exits.)

Sometime later, Thomas came back. (Thomas enters.)

The disciples all shouted, "We have seen the Lord!" (Disciples shout together.)

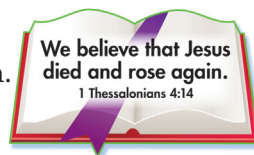
Thomas felt like crying. Sadly he said, "Unless I can touch His wounds, I will not believe." (Thomas speaks.)

My Bible Book



Bible Words

We believe that Jesus died and rose again.
1 Thessalonians 4:14



10

All week, Thomas was sad. Monday . . . Tuesday . . . Wednesday . . . Thursday . . . Friday . . . Saturday. And then came Sunday.

Suddenly, Jesus came to visit again. (*Jesus enters and speaks.*) To all the disciples, Jesus said, "Peace be with you!" Then Jesus looked at Thomas. (*Jesus goes over to Thomas and speaks to him.*) Jesus said, "Touch My wounds, and know that it is really Me!"

Thomas was bursting with joy. Now, He was sure Jesus was really alive! Thomas praised Jesus saying, "My Lord and my God!" (*Thomas shouts these words!*)

Jesus said, "Happy (or blessed) are those who have not seen Me and yet they believe!" (*Jesus speaks to all the disciples.*)

This drama offers a gifted child an opportunity to tell or narrate the story while classmates participate in the actions. This would also be an excellent drama to share with another class or at a parent event during the Easter season.

INTO our lives

The Student Book activity on page 10 depicts God's Word in the Bible. Hold up a Bible and say, **God speaks to us in His Word, the Bible. Here, we meet Jesus, our Savior, and get to know Him and what He has done for us. The Bible tells us "Jesus died and rose again!" (1 Thessalonians 4:14).**

Show the students where these words are in the Bible. In the Student Book, look at the picture of the Bible. Trace the important words from the Bible. On the first Bible page, the children draw a picture of Jesus' cross to show He is our Savior. On the second Bible page, the children draw a picture of an Easter sunrise to show that Jesus is alive for us now. As the students finish their drawings, ask, **What other things can we learn about Jesus from God's Word in the Bible?** Some students may remember His birth, His miracles, or other words of Jesus. **We also learn that Jesus made it possible for us to have new life now and life forever with Him in heaven. He lives! We live!**

Show the Word Wall Word *live*. Say, **This word is live. In our Bible story, the disciples have joy because they find out that Jesus is not dead. He lives.** Write the letter *g* on the board. **Let's think of a word that rhymes with *live* and starts with the sound of /g/. Yes, the new word is *give*.** Put together the two words to say, **Jesus lives, and Jesus gives us life forever. When we hear God's Word, God helps us trust that Jesus truly lives. He has risen from the dead and gives us life now and forever.**

Close with the song "My Bible Book" (*LOSP*, p. 54). Show the students how to make a Bible book with their hands, palms together, opening and closing as they sing each stanza. Tell the students, **Think about Jesus when we sing the words. Think about how Jesus loves you and saves you and how He lives and gives you His gifts.** For this lesson, use the lyrics that follow.

I open my Bible book and read: He loves me, He loves me!

I open my Bible book and read: He saves me, He saves me!

I open my Bible book and read: He gives life, He gives life!

Story 31

Thomas Sees Jesus

JOHN 20:24–29

Central Truth



Thomas didn't believe Jesus was alive until he saw Jesus with his own eyes and heard Jesus' words.



Through faith, we see Jesus in God's Word and believe that He is the living God.

Objectives

- Admit that sometimes we don't believe things unless we see them.
- Trust that Jesus truly has risen from the dead and gives us life too.
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Letter of the Week: E

Day 3 Materials

- The Basics
- Word Wall Word: *live*
- Reproducible 34b or Web Resource 31a
- Reproducible 31a
- Reproducible 31b, 1 per student
- Student Book 8

Day 3

INTO the Lesson

On the board, write, "Because I live, you also will live!" (John 14:19).

Say, **Show me a worried face.** Pause. **Sometimes we worry. We forget important things. Have you ever forgotten something?** Let students mention some examples, and add your own. **Before Jesus died, He was teaching His disciples important lessons. The disciples were with Him when He raised Lazarus from the dead. They saw His power over death. Then He said to them, "Because I live, you also will live!"** (John 14:19).

When Thomas saw Jesus die, he forgot about these important words. **He forgot about Jesus' power over death. He did not believe.** Show the Word Wall Word *live*. Ask, **What is our Word Wall Word?** (*Live*) **Yes, it is *live*. We know that our Savior lives! Jesus wants us to remember His important words from the Bible: "Because I live, you also will live."** Show me a sad face. Pause. **These words help us when we are sad. They can give us joy. Show me a joyful or happy face.** Pause. Point to the words of Jesus. **This wonderful promise is from Jesus. Our Word Wall Word *live* is found in this verse twice. Can you say Jesus' words with me? "Because I live, you also will live!"**

Listen to these stanzas of praise to Jesus: "I Know That My Redeemer Lives" (*LSB* 461:1, 8). **If you hear the word *live* or *lives*, raise your hand quickly and then put it down until you hear the word again.**

**I know that my Redeemer lives;
What comfort this sweet sentence gives!
He lives, He lives, who once was dead;
He lives, my ever-living head.
He lives, all glory to His name!
He lives, my Jesus, still the same;
Oh, the sweet joy this sentence gives:
I know that my Redeemer lives!**

If time permits, write the hymn lyrics on the board. Let students search for the word *live* or *lives*.

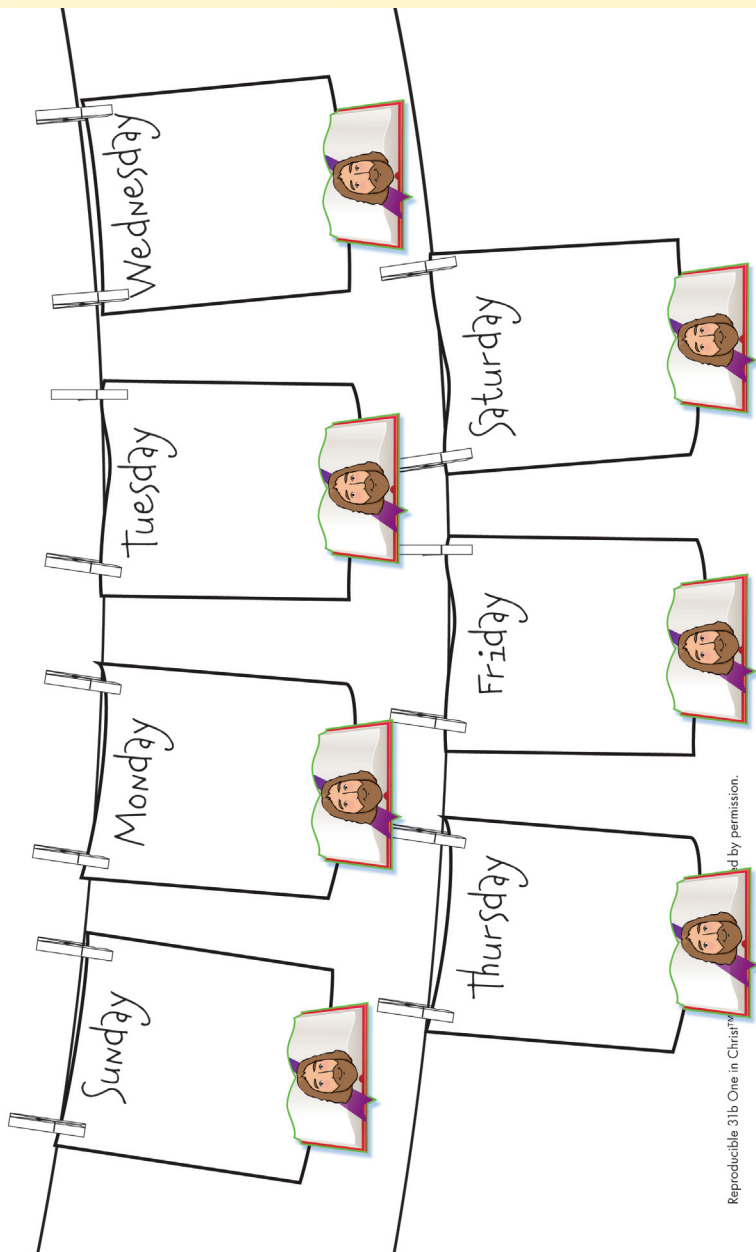
INTO the Word

Prepare Reproducible 34b or Web Resource 31a, coloring it with brown for the hair and attaching it to a ruler. Use this mask of Thomas to tell the Bible story from his perspective. Hold the mask in front of your face and say, **Hello, boys and girls! Thank you for letting me visit your class today. I'm feeling pretty sad. You probably heard what happened. On Friday, some soldiers took away my best friend, Jesus. It was awful. They whipped Him and hung Him on a wooden cross. He died there. Then, His friends put Him in a grave. Well, early on Sunday morning, some of my friends went to the tomb. They had a big surprise. It was empty. Someone even said they saw Jesus alive again. We don't know what to think. We've been staying in a big room in the village. We are keeping the door locked just in case those mean soldiers come to cause more trouble.**

Then tonight, when I was gone, an amazing thing happened,

Every Day with the Living Jesus!

Draw something you do on each day of the week. Then, place a sticker on each day to remind you that each day, you can find the living Savior in His Word.



Reproducible 31b One in Christ™
Used by permission.

or so my friends say. The next time I saw them, they told me Jesus had appeared in the room, but I know the door was locked. They said He talked to them and even ate with them. Now I'm really confused. I want to see for myself. I want proof. I want to touch His nail wounds and make sure it was my Lord, Jesus. That's why I'm sad. Can you help me?

Students can raise their hands to tell the rest of the story. Encourage them to tell Thomas the good news that Jesus is really alive. Help them remember that just one week later, Jesus would come to visit the disciples and Thomas would get to touch Jesus and praise Him. After the students have expressed what they know about Jesus' resurrection and have offered comfort to Thomas, continue the puppet presentation with the time being one week later: **Thank you for your happy words about Jesus being alive. A whole week has gone by now since the Easter Sunday. This time, I stayed in the room with my friends. Sure enough, on Sunday evening, Jesus came to visit. He talked to me especially. He let me touch His wounds. I was so amazed. I knew it was really my friend Jesus. I shouted, "My Lord and my God!" Now I am feeling very happy and full of peace from Jesus. I remember what He said to us before He died. He said, "Because I live, you also will live." This makes me so happy I want to tell everyone I meet. Will you help me spread the good news about Jesus?** Use Reproducible 31a to sing a song about spreading the good news. Just like Thomas, we know and believe.

INTO our lives

Use Reproducible 31b and the Bible stickers from Student Book 8. The children are to draw something they do on each day of the week. The goal of this activity is to help the students understand that Jesus' living and loving presence is with them every day. On Sunday, they may draw a church. On Monday, they might draw the school or a school bus. On Tuesday, they could draw a soccer ball for playing soccer with friends. Students may want to work with partners to get more ideas of things to work for their daily routines.

When the students finish, say, **Sometimes during the day, when we are sad or have troubles, we forget that Jesus is alive. He blesses each of our days with His love and care even though we don't always remember Him. We often forget what He has done. Let's put a sticker by each day of the week so we can remember that our Savior died on the cross to forgive our sins. He is alive and won a victory over the devil. And each day, we can see He is alive in His Word.** Ask the children to tell you about the sticker. **What shape is it?** (An open book—Bible) **What is pictured?** (A face of Jesus) Then ask them to place a sticker on each day to remind them that each day, they can find the living Savior in His Word.

Invite the students to say one-sentence prayers asking God to bless their days, using their pictures as a guide. They may want to say something like the following: Dear Jesus, keep me safe when I ride my bike. Dear Jesus, help me forgive my brother like You forgive me. Dear Jesus, thank You for letting me learn about You in school. Dear Jesus, thank You for being alive for me!

Close with the song "My Bible Book" (*LOSP*, p. 54). Show the students how to make a Bible book with their hands, palms together, opening and closing as they sing each stanza. Use the lyrics that follow.

I open my Bible book and read: He loves me, He loves me!

I open my Bible book and read: He saves me, He saves me!

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Letter of the Week: E

Day 4 Materials

- The Basics
- Student Book 8
- Construction paper
- Paint sticks
- Web Resource 31b
- *Optional:* Shakers, musical instruments

Day 4

INTO the Lesson

Today's lesson will help the students understand that we see Jesus in God's Word and the Sacraments. If possible, schedule a tour of the sanctuary with the pastor to view the baptismal font and the Communion elements. If you are leading the tour of the sanctuary, include the following points.

Baptismal Font

Gather around the font. Say, **Jesus told us to baptize people to receive the gift of faith and eternal life. The pastor uses water and God's Word when he baptizes someone. Raise your hand if you know you have been baptized. In Baptism, Jesus is there making you His child and forgiving your sins.**

Communion Elements

Show the Communion vessels and wafers. Say, **This is a Communion cup. These are Communion wafers. They are used in the Lord's Supper. Jesus said we should celebrate the Lord's Supper to remember His suffering and death to take away our sins. Jesus is present when we celebrate the Lord's Supper. The pastor reminds us of Jesus' presence when he says, "In the name of Jesus, I forgive you all your sins."**

The Holy Bible

Show an open Bible. Say, **Now, let's look at the Bible. The Bible is God's Word to us. The words of Jesus are in the Bible. We can hear what He tells us. He tells us about God's love, His forgiveness, and about the gift of heaven. Jesus is in His Word.**

Close your chancel visit with the last stanza of "Away in a Manger" (LSB 364).

**Be near me, Lord Jesus; I ask Thee to stay
Close by me forever and love me, I pray.
Bless all the dear children in Thy tender care,
And take us to heaven to live with Thee there. Amen.**

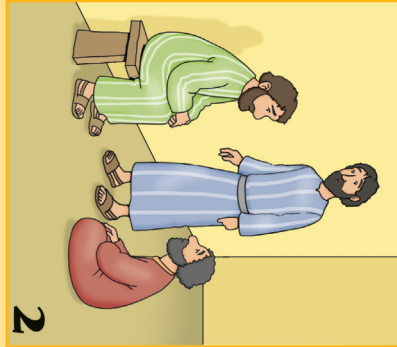
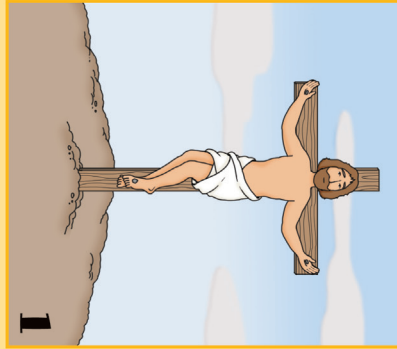
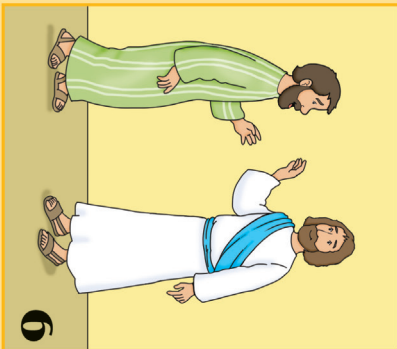
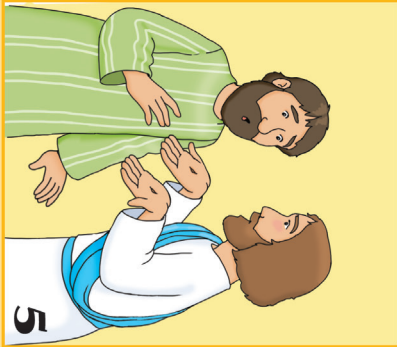
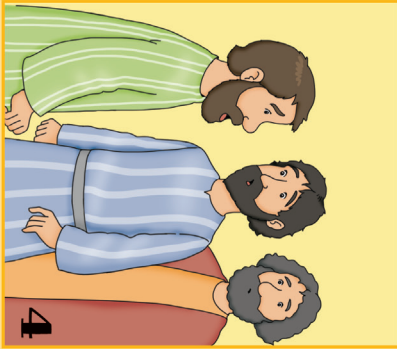
INTO the Word

In the classroom, use the craft page from the Student Book to construct a story strip. Use it to retell the Bible story and reinforce the life application.

Before class, prepare a "TV screen" for each child using a light-colored sheet of 9 × 12-inch construction paper. Cut two slits at least 4½-inches long (using the edge of the Student Book TV strips as a guide), parallel to each other and 3 inches apart. The TV strips cut from the Student Book will be threaded from the back of the TV to the front, then from the front to the back to allow for viewing the individual pictures on the TV strips. If necessary, cut the slits slightly longer to allow for smoother sliding.

In class, students will cut on the middle line to separate the two long strips. Be sure that the Thomas story is on one side and the pictures that tell about Jesus are on the other side. Tape both sides of the strips where they connect so the strip remains smooth when moving through the slits.

Show the children how to thread the strip through the TV until they see the first picture. Then demonstrate the "TV" with a practice telling of the Thomas story. When you come to an asterisk, tell the students to move to the next scene. Say, **Jesus died on the cross.* His friends were sad and frightened.* Jesus came to visit them and said,**



INTO our lives

Ask, **What did Thomas do when He realized Jesus was alive?** (He said, “My Lord and my God!”) **Let’s all say those words! Do so. Thomas praised Jesus. Thomas rejoiced. Let’s rejoice too. We believe that Jesus is the living God. We know He truly has risen from the dead, and He gives us new life too. We can make praise flags to use as we rejoice.**

Decorate triangle-shaped pieces of construction paper or printouts of the praise flag patterns from Web Resource 31b. On the board, write the words “Jesus is alive.” The children can copy the words and decorate the flags with bright, happy colors. Attach the finished flags to paint sticks to prepare for a parade.

Invite the children to recite the Bible Words again. (“We believe that Jesus died and rose again” [1 Thessalonians 4:14].) Give them the sticker from the inside section of the Student Book to add to their flags if not previously used.

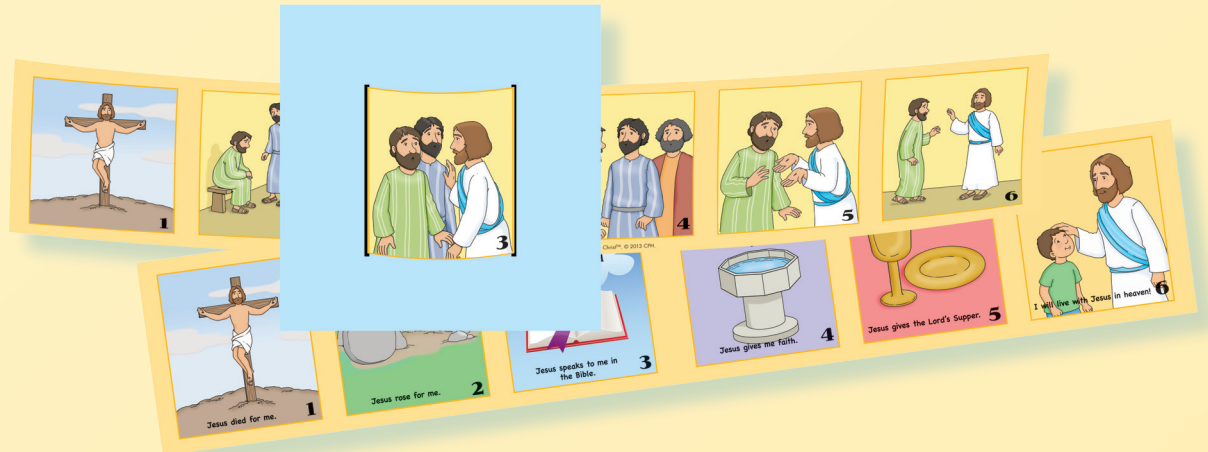
Use the song and recording of “Jesus Is Risen” (LLV, p. 28) or “Jesus Lives! Alleluia, Amen!” (LLV, p. 29) to parade and rejoice. Encourage the students to wave their flags and march to the praise music.

You may want to add shakers or other rhythm instruments to enhance the celebration. If possible, share your celebration with another class or with a march down the hall to simulate telling the world the good news about Jesus. This would be an excellent joy-filled witness to share with a nursing home or shut-ins in your area.

“Peace be with you!”* They told Thomas they had seen Jesus, but Thomas didn’t believe them.* One week later, Jesus came again and showed Thomas His wounds.* Thomas was happy and said, “My Lord and my God!”

Use the following narration for the other side of the strip. Say, **This TV story will tell us more about Jesus. Let’s read each picture together.** After each point, invite the students to repeat your words. **Jesus died for me.* Jesus rose for me.* Jesus speaks to me in the Bible.* We believe that Jesus died and rose again” (1 Thessalonians 4:14).* In Baptism and through His Word, Jesus gives me faith.* Jesus gives forgiveness in the Lord’s Supper.* I will live with Jesus in heaven!***

Invite the children to retell the Bible story to one another. Hearing the story several times will reinforce learning. Let the students take their TV stories home to share with their families.



Invite the children to recite the Bible Words again (“We believe that Jesus died and rose again.”) and give them each the Bible Words sticker to place on the inside section of the Student Book.

Lesson Support



Bible Background

Thomas, called the Twin, is often remembered as a doubter because he desires tangible evidence of Christ's resurrection.

But Thomas was also courageous. In John 11, Jesus receives the news that His good friend, Lazarus, has become ill and died. Lazarus lived in Bethany, a city in Judea near the area where the Jews had tried to stone Jesus on His last visit. When Jesus says, "Let us go to Judea again," the disciples object, reminding Jesus of the danger that awaits Him (v. 7). However, Jesus insists on going to Bethany to "awaken" Lazarus from death. Thomas says, "Let us also go, that we may die with Him" (v. 16). Thomas was courageous. He urges the disciples to follow Jesus' leading to fulfill His plan. Thomas watched Jesus raise Lazarus from the dead. Later in John 14, Jesus prepares the disciples for His death. He says, "I go to prepare a place for you" (v. 2). Then Thomas says, "Lord, we do not know where You are going. How can we know the way?" (v. 5). Thomas hears Jesus say, "I am the way, the truth, and the life. No one comes to the Father except through Me" (v. 6). So on that Sunday after Easter, Thomas sees the risen Jesus—the way, the truth, and the life. Then he proclaims, "My Lord and my God!"



Faith in Action

Give each child 2 strips of heavy paper or cardstock to glue together and form a cross.

Using ink pads with washable ink and paper towels or wet wipes for wiping fingertips, help the children imprint the cross with their fingerprints. Say, **Thomas saw Jesus' wounds and heard Jesus' voice. Then He believed Jesus was alive. In God's Word, we hear about Jesus and we believe what He has done for us.** Teach the following rhyme.

On the cross, 1, 2, 3,

There I see You died for me!

Empty tomb, 1, 2, 3,

Now I see You rose for me!

In Your Word, 1, 2, 3,

How I see Your love for me! (K.2.3.2)



Using Technology

Sing "Jesus Loves Me" in sign language with the help of cues found on Internet videos. The symbol for "Jesus" in sign language is to alternately touch the center of each palm with the opposite index finger. This action recalls

Thomas's affirmation and gratitude to his Savior, Jesus. Prepare your own video to share songs you are learning that tell others who Jesus is and what He has done. (K.3.4.3.2)



Give Me Five 'Cause He's Alive!

(Worship) This circle activity involves interactive counting. Organize students in partner groups and seat them in a circle. Students touch raised hands with the appropriate number of fingers as they recite the following rhyme: (K.2.3.2) Give me 1; God sent His Son!

Give me 2; For me, for you!

Give me 3; He set me free!

Give me 4; Let's praise Him more!

Give me 5; 'Cause He's alive!

Practice the rhyme several times without actions so that students can focus on the words. Say, **A high five can be used as a sign of celebration or accomplishment. Today, we will use a counting rhyme that reminds us of the great things God has done for us. When you touch your partner's hand, use the number of fingers the rhyme says for each line.** Students may want to compose additional counting lines using their own praise thoughts. Using both hands may be more natural than just 1.



E Is for Easter!

(Writing) Introduce the lesson saying, **Big E, little e, which will it be? Big E for Easter! Little e for egg!** Give each child a large light-colored construction paper egg-shaped oval and a pencil. Say, **Today, we will go on a hunt for Easter words. On the board, you will see a lot of words. We will read them together. If you think the word belongs to Easter, write it on your egg. You can start by writing the words Easter egg. When we write Easter egg, we use an uppercase E to name the holiday Easter and a lowercase e to write the word egg.**

If possible, use an interactive whiteboard to allow students to sort the words into columns. Use words you are studying and appropriate Easter words: *Jesus, lily, sunrise, angel, rock*. Students may want to decorate their written list with drawings related to the Easter words. Challenge some students to write sentences using the words from the Easter list. (K.2.3.12)

Hallelujah, Jesus Lives!

(Worship) Introduce the song "Hallelujah, Jesus Lives," found on page 46 of the songbook *Songs of God's Love* from CPH. Explain, **The first stanza tells the great things Jesus did for us. The second stanza is a prayer asking God to live in us and help us do what pleases Him.** To prepare for this celebration, have the students make streamers. Cut pastel-colored crepe paper or tissue paper into strips (approximately 10 × 1-inch). Tape the strips to the end of a sturdy straw, pencil, or ruler. Teach the children how to wave the wands in circles or a figure eight. (K.4.2.2)



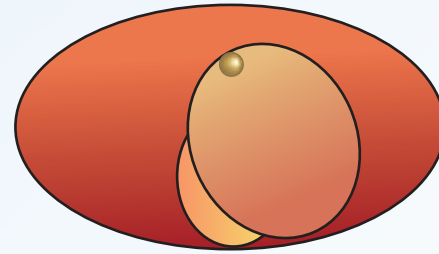


Egg-mania

(Math) Fill clean plastic Easter eggs with varying numbers of small objects: paper clips, pennies, game markers. Let each child select 2 eggs and count the number of surprises in each egg. Then, have the children make an addition number sentence to reflect how many items there are in all. Model writing the addition number sentence on the board using age-appropriate language. (K.1.1.10)

Counting Days and Weeks

(Math) Make a calendar for the month of May (or an upcoming month). Give each child a blank calendar grid (templates are available as free downloads on the Internet). Use the interactive whiteboard or a projected model of the dates in the month to show the students where and how to enter the numbers accurately on the calendar. Have them write the numeral for each day. Ask, **How many days are in this month? How many weeks are in this month? How many weeks did Thomas wait to see Jesus alive? How many days did he wait to see Jesus alive?** Let students give examples of times they have had to wait for something so they can identify with the time span of waiting involved in the story of Thomas. If Easter falls in the month you depict, use Easter as the starting day for a model countdown. Continue your discussion of calendar events including birthdays that may occur during the month. Label any holidays that are coming. Encourage the students to formulate calendar sentences using *days*, *weeks*, and *months* in their vocabulary. (K.1.2.2)



Empty-Tomb Ovals

(Math) Use the oval shape to construct an empty tomb project. Furnish 3 cardboard ovals, a large one to represent the tomb and a smaller one to represent the stone at the entrance to the tomb and the smallest one to be a pattern for the cut out opening in the tomb. Give each child a 9 × 12-inch sheet of gray or light brown construction paper. Say, **In this center, use the oval shapes to make a tomb, or burial place, used in Bible times. Make an oval stone door on the tomb that opens so that we can look in and see that it is empty. This reminds us of the joyful news that Thomas experienced. Jesus is alive. He is risen. The tomb is empty!** Trace the 2 largest ovals on your paper and cut them out. Then, take the smallest oval, and trace it near the bottom of the tomb where the stone door would be. Carefully cut out this opening. Using a paper fastener, attach the middle-size oval to the tomb over the opening so the stone door can open and close. With a friend, practice opening the stone door and showing them the empty tomb saying, “Jesus is alive. He has risen! The tomb is empty!” (K.1.4.1)

Odd/Even Easter Baskets

(Math) Use the chant “2, 4, 6, 8—even numbers—they are great!” to introduce the concept of even numbers. Say, **Even numbers can always be divided in half with no leftovers.** Demonstrate using counters of 2, 4, 6, or 8. **Now let’s try a bigger number that ends in 2, like 12. What about 15? Do you think 18 would be an even number? Yes, now you know the secret. Any number, even big numbers that end with 2, 4, 6, or 8 will always be even numbers. The secret is to look at the last digit of the number. Today, we have 2 Easter baskets. One is labeled *Even Numbers* and one is labeled *Odd Numbers*. Your task is to look carefully at these number cards and sort them.**

Note: In your center, do not supply any numbers ending in zero. You could cut the number cards from a hundred number grid or similar chart that facilitates cutting individual numbers. Provide counters and a paper grid to do the odd or even test. Students may enjoy doing this sorting together at a round table with the baskets in the center. This project could generate good mathematical conversation and reinforcement as they sort together. (K.1.4.4)

Hatch Match

(Science) Which animals hatch from eggs? You'll need 2 boxes. One should show the picture of an egg and the words "Animals That Hatch from Eggs" and the other should have no egg and be labeled "Animals That Do Not Hatch from Eggs." A generous supply of pictures of various animals should be available at the Science Center. Students could also bring pictures from home to add to the sorting. You may want to include a box marked with a question mark and labeled "Don't Know." This could form the basis for some inquiry and future lessons based on student interest. A high-interest activity would be to watch an egg hatch, if the opportunity arises. The new life emerging from an egg is a great reminder of the Easter season and Christ's resurrection. (K.1.9.1)

Egg to Chick

(Science) The Lord's work of creation going on inside the egg is often mysterious because we only see the end result: a cute, fuzzy, soft chick. Use Web Resource 31c or pictures to show the development of a chick inside the egg. The pictures could be available for students to arrange in order. Having a great collection of picture books on this topic available at the Science Center would enable them to check their arrangement and learn in greater detail. (K.1.9.1)

Easter Cross

(Sensory) This project can be made using any kind of self-hardening clay dough or using the homemade clay dough recipe below. You'll need a paper clip for each child and some small artificial flowers. Each student receives a handful of dough (a ball about 3 inches in diameter). Furnish each child with a piece of waxed paper to use as a base for shaping the clay. Say, **Carefully shape your dough into a beautiful Easter cross.** The crosses are about ½- to ¾-inch (2 fingers) thick. **Smooth all the sides so there are no cracks or open spaces.** At the top, gently insert a paper clip, leaving a short loop showing to be used as a hanger. Let the students select individual artificial flowers to gently press into the damp clay for an Easter decoration. Let the crosses dry for several days without handling or touching. Sometimes, it may be necessary to gently turn them over so that the bottom also dries hard.

Self-Hardening Clay Dough

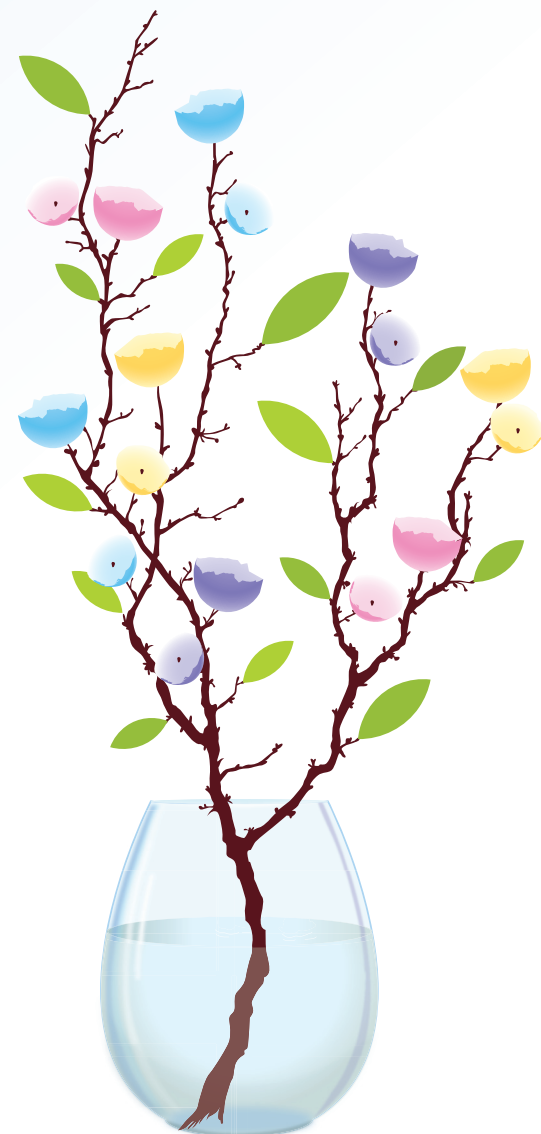
- 4 cups flour
- 1½ cups salt
- 1½ cups water

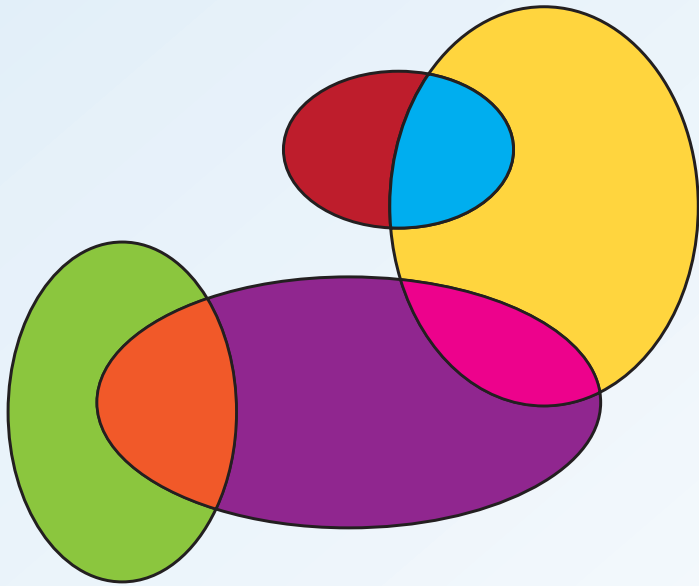
Mix dry ingredients together in a bowl. Add water gradually. Knead dough, adding water if it is too crumbly. Clay projects made with this recipe can also be baked at 300 degrees for about 30 minutes.

Note: This clay contains a large amount of salt and is not meant to be tasted. (K.4.1.2)

Easter Blossoms

(Sensory) This project will teach a lesson in recycling while adding a joyful touch of Easter and spring to your classroom. Gather some branches, and anchor them in a sturdy vase. Bare branches from an apple tree are excellent; if you add water to the vase, they may surprise you with the emergence of leaves and blossoms in addition to the ones the students will create using Styrofoam egg cartons. Collect pastel-colored Styrofoam egg cartons in advance of this project. Show the students how to cut "blossoms" using the cup-shaped egg holders from each carton. The edges of the "blossoms" may be scalloped or fringed for added decoration. A colored cotton ball may be glued in the center of each, if desired. Tape the "blossoms" to the branches. If the branch has a lot of pointed twigs, the blossoms can be pushed onto the twigs. Spray lightly with perfume for an added sensory dimension. This is a great project for students to work on as they have spare time. It is also a collaborative project that enables everyone in the class to share pride in its beauty! (K.4.1.2)





Repeating Ovals!

(Art) This project uses oval templates of many sizes to generate surprise designs and bright color combinations. Give each student a 12 × 18-inch piece of white construction paper. Invite the students to select 3 or 4 ovals of various sizes. Have the children trace around the ovals, planning so that the ovals overlap. Then they can use a black crayon or marker to outline each oval, including the lines that overlap. To complete the project, the children color in the spaces, making sure spaces that touch are different colors. You may wish to frame these “masterpieces” to decorate your classroom or hall. A coating of diluted school glue adds a “professional” touch to the project. Can the students “see” a tomb and stone entrance? (K.4.1.4)

Sad and Glad Faces

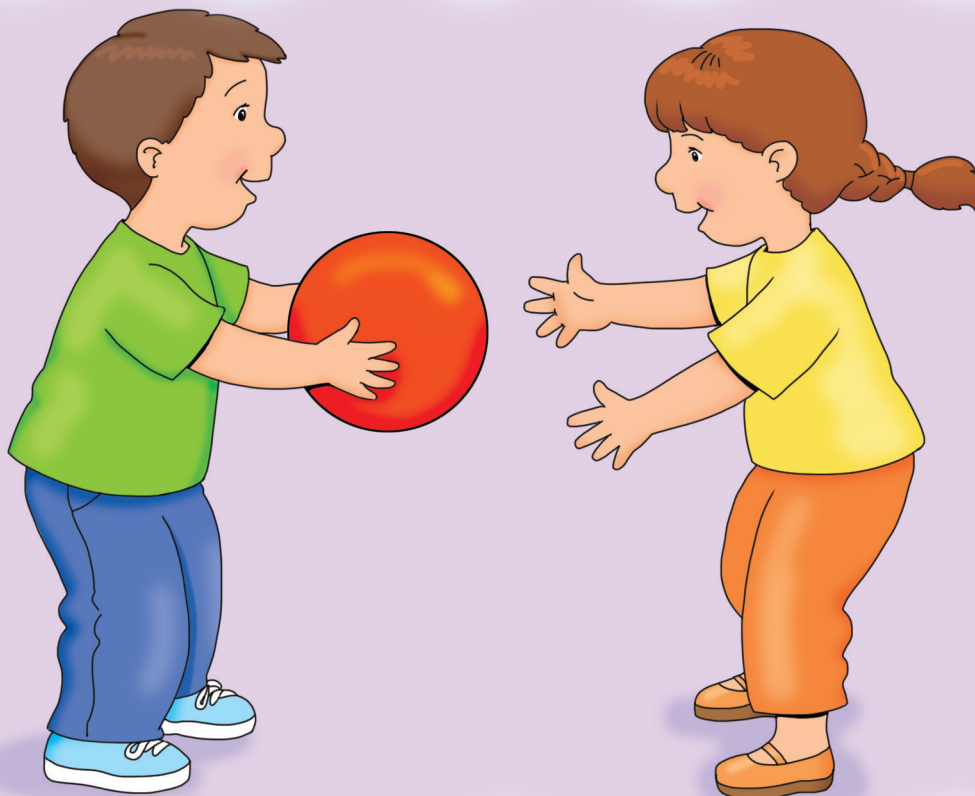
(Snack) This snack will remind students of Thomas’s sad and glad times. The students will use English muffins to decorate a sad face and a happy face. This preparation may be done most easily standing around a table centered with the supplies needed. Give each student 1 English muffin to open into 2 round shapes. Some students may require a plastic fork or knife to open their muffins. Say, **Today, we will make 2 faces to remind us of Thomas. Remember that he was very sad and then he was very happy. Do you remember what made him sad and what made him happy?** The children can spread cream cheese or other soft cheese. Use raisins for eyes and red shoestring licorice for the mouth. Say, **When you eat your snack, remember that knowing Jesus was alive filled Thomas with great joy!** Say an appropriate prayer before snacking. (K.4.1.1)

Heavenly Surprise!

(Art) You will need a white crayon and white paper for each child for this wax resist project that can surprise even the artist! Say, **Use the white crayon to make something beautiful on your paper. Press hard so plenty of the white wax from the crayon stays on your paper to make the design pretty. You may want to use your white crayon to make a special surprise design around the border on all 4 sides. After you have finished your design in white crayon, we will use paintbrushes to paint a light color over the whole picture. Prepare to be surprised by what you see! This project is a reminder that in heaven, we will have a wonderful surprise. We will see our risen Savior face-to-face.**

To make the wash, dilute blue, purple, or green tempera paint. Try out the wash on a sample piece to be sure it offers the contrast you desire. Students can use large brushes to apply the wash. Let the projects dry on pieces of newspaper. Framing might help to flatten the dried project. Students may want to name their creation. (K.4.1.2)





Circle of Friends

(Social game) Stand in a circle. Pass or bounce a playground ball to another person saying, “I have a friend and a good friend too. Now, I’m passing this ball to you, [name of the person].” The object of the game is to give everyone a chance to receive the ball. No one should feel sad and left out like Thomas did on Easter evening. This game may require some teacher direction to ensure that everyone, indeed, gets a turn. (K.3.2.2)

Wiggle Waddle

(Social game) Create your own new life baby animal parade with creative movements. Here are some instructions to give to the students and watch their imaginations go to work:

Waddle like a duck.

Hop like a grasshopper.

Wiggle like a tadpole.

Walk like a walrus.

Flap your wings like a chick.

Trot like a pony.

Fly like a bird.

After stimulating the imagination with these commands, your students may want to play animal charades by doing an action and having their classmates guess which animal they are portraying. Students may want to make masks to go with their animal actions and to perform their parade for another class. Celebrate spring and new life all around us! (K.4.3.1)